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CLINICAL SUPERVISION AS AN ALTERNATIVE FOR CLASSROOM OBSERVATION BY SCHOOL PRINCIPALS

by

Ⓒ FRANCOIS XAVIER BOULET

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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ABSTRACT

The findings of this study indicate that, contrary to earlier theoretical prognostications, clinical supervision can be used effectively by school principals in their expanding role in supervision of instruction.

The main purpose of this study was to investigate whether the clinical model of supervision can become a realistic alternative for school principals for classroom observation purposes, a function which has been reported in literature as being largely unsatisfactory and unpopular in the past. Particular attention was given to two basic questions: 1) could the collegial relationship essential in clinical supervision be developed between principals and teachers, and 2) how would time constraints affect the use by school principals of the structured five-step cycle approach in clinical supervision.

The research design was focussed on four case studies, each consisting of a participating principal who, during a formal period of training in clinical supervision, was expected to complete three cycles of clinical supervision with a co-operating teacher of his choice. Reactions of the principals and teachers to the clinical model of supervision were monitored through major recorded interviews with the participants after each cycle of clinical supervision. Perceptions of the principals and teachers before training and perceptions of the principals eighteen months after training were also noted. Conference videotapes and rating instruments were used to provide some measure of recall and structure during the interviews.

Two major conclusions emerged from the study. The first was that clinical supervision does appear to have potential as an alternative for classroom observation by school principals. All participants showed strong support for the objectives of clinical supervision and all were agreed that the collegial relationship between a principal and a teacher is not only possible in supervision but also desirable. The second conclusion was that time constraints can have a significant impact on the use of clinical supervision by principals. In some cases, more time than what is presently available for supervision may be required for principals and teachers. In others, some consideration should be given to the improvement of time management practices.

Implications for a co-operative approach to further investigate, develop, and implement clinical supervision in schools were discussed.

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Chapter 1

STATEMENT OF THE PROBLEM AND ITS SIGNIFICANCE

Introduction

Supervision of instruction in Canadian schools is in a period of transition. This period of change is causing some concern among school administrators and, in Alberta as in other provinces undoubtedly, the change is having a significant impact on the role of the school principal in supervision.

Concerns of school administrators are reflected in the fact that the theme for the 1978 Annual Conference of the Canadian Education Association was 'Supervision of Teaching'. A summary of the conference by Lambert (1979) suggests that participants concluded in part that few comprehensive personnel development programs exist in Canada, that there is no consensus on the why and how of supervision, and that there is growing opposition from teachers to the present practices of supervision. However, participants concluded also that supervision at all levels of the educational system is fully justified, that in spite of considerable opposition supervision 'must' be carried out - albeit with clarified goals and improved practices, that school administrators must take steps to increase their credibility and that the supervision of teachers should take place in particular at the school level.

The same concerns have emerged in Alberta as well where the period of transition was marked officially by the enactment of the new School Act in 1970. Section 12(1) of the new School Act states that the Minister retains the power to make regulations "respecting the inspection of pupils, teachers, schools, pupil programs, and courses of study". However, section 13(1) provides that "the Minister may delegate all or any of his powers or duties under section 12 to a board with or without restrictions". The powers of the board are then outlined as follows in section 65:

> 65. (1) A board shall
> (a) unless exempted by the Minister, appoint, subject to
>   (i) the prior approval of the Minister, and
>   (ii) the regulations of the Minister,
>   A Superintendent of Schools and in his contract of employment include a statement of his position as executive officer of the Board...
>   (3) A board shall subject to this Act and the regulations
> (d) make rules for the administration, management and operation of schools, school buildings... and make them available to every teacher and other employee whom they concern, but the rules shall not impose duties and obligations on a principal, teacher or other employee contrary to or in conflict with a contract of employment.

Whether or not this was in fact the intention and to what extent the intention was expressed is not clear, but it now appears that these changes in legislation introduced a new era of local autonomy and additional responsibilities for local school boards. As a result, boards eventually accepted a much larger responsibility for supervision of instruction - supervision of teachers when local superintendents were appointed in 1971, and adaptation of courses of studies to local needs and granting of final marks to all students as a result of accreditation of schools in 1972 and 1973. The regulatory functions of the Department of Education in this area were largely relinquished in favor of a consultative role, a role which was to be exercised by the new Regional Offices. Six such offices were established throughout the province during the late 1960's and early 1970's. Their function is described in a policy statement of the Department of Education (1976) which states that

> The goal of Regional Offices is to assist school authorities in the improvement of education of students... These offices occupy primarily a 'staff' position relative to school boards. Most activity will be consultative in nature... Prime responsibility for evaluation of teachers rests with the local jurisdiction.

Locally appointed superintendents, many of whom had been provincial employees prior to 1971, did assume the responsibility for supervision of teachers. In fact, a discussion paper approved at the 1978 annual meeting of the Conference of Alberta School Superintendents (1978) states that "the responsibility for formal evaluation of teachers must rest with the superintendent of schools". However, what a number of boards and perhaps even superintendents did not fully recognize immediately is that this responsibility had to be delegated by the board and that this 'delegation' required board 'direction' through policy according to section 65(3) of the School Act. As a result, seven years after the new legislation, Reikie (1977) found that

> Overall, there were few school systems with clearly structured evaluation policies and practices... (and that) although superintendents were often involved in performing formal teacher evaluations, they would prefer to involve other personnel particularly school principals to a greater extent than at present.

This tendency to involve principals in supervision may be explained in part by the heavy demands placed on the superintendent's time by his many and varied responsibilities. In fact, a recent study by Duignan (1980) reveals that

> Approximately 70% of the total working time of the superintendents was spent in verbal contacts with individuals or groups of individuals... The rank order of the proportion of time spent in verbal contact was central office first, followed by trustees, school administrators, teachers... Less than 14% was spent with teachers and students.

In any case, it is now becoming evident that principals are more involved in supervision. An unpublished inquiry by the writer during 1979 and 1980 (Boulet: 1980) reveals that principals in many school jurisdictions are indeed required to supervise, to evaluate, to appraise, and, in some cases at least, to report to Central Office. On the other hand, it appears that principals do not oppose this requirement because they believe that classroom visitations are an integral part of their professional responsibility, either to help teachers or even to report to Central Office on occasion in the case of 'problem teachers'.

This practice of involving principals in supervision has created three major but not unrelated concerns. The first relates to the mandate for supervision. A recent legal opinion from the Alberta School Trustees' Association (1978) supports the suggestion that school principals who accept the responsibility for teacher supervision and evaluation without being mandated to do so by board policy are accepting a responsibility which is not legally theirs. This may be especially significant because, according to Harrison (1978), the practice of involving principals in the evaluation of teachers may be in conflict with the Alberta Teachers' Association policies for reasons of collegiality.

The second concern relates to competence in supervision. Because courses related to research on teaching and supervision skills are recent innovations in Alberta universities, many school administrators, including principals, may have no more training in these areas than the teachers they supervise. For this reason, the value of supervision has been questioned and, in some cases, as Blumberg (1974) suggests, the best evaluation that teachers can give of their supervision is that it is not harmful.

The third concern relates to the possibility of court cases over supervision practices. Hyman (1975) suggests that new laws and court decisions are causing considerable concern for supervision in the United States. If one considers the numbers and types of cases heard by the Board of Reference and listed by the Alberta School Trustees' Association in A.S.T.A. Reference Service, there is also cause for concern in Alberta.

The difficult position in which all of this leaves the school principal is well summarized by Smyth (1980a:15) as follows:

> Alongside the claim of an absence of principal expertise in classroom matters, it is interesting to note the paradoxical claim that the principal should take a 'more' active role in the instructional aspect of the school.

Whereas many principals believe that supervision is an integral part of their duties, even a priority, they admit that they, much the same as the superintendent, find very little time for supervision. On the other hand, some will admit (as other supervisors do as well) that they find supervision odious, that they procrastinate in large part because they do not have the skills required and, therefore, do not feel comfortable with supervision.

Need for the Study

It appears that a number of school administrators, particularly school principals, are looking for alternatives in supervision. The need, it seems, is for an alternative approach, a rethinking of the concept of supervision, and a need for improved skills. This need has been expressed by administrators themselves and it has been discussed more frequently in educational literature in more recent years.

In spite of the great disparity of existing situations in the various provinces and regions of Canada, participants in the 1978 CEA conference, many of whom were school administrators, did identify some changes which, they felt, could help reduce some of the current negative feelings about supervision. As reported by Lambert (1979), some of these suggested changes include 1) ability to analyze teaching and to distinguish between good and bad teaching methods, 2) ability by the administrators to earn respect rather than force it on others, 3) change from a bureaucratic to a more participative approach in the whole process of supervision including the setting up of objectives and mechanisms for supervision, 4) necessity to place supervision in the perspective of a liberating education, an education aimed at creating independent, responsible citizens capable of understanding and mastering change, and 5) a change in supervision from passing judgements to joint analysis and decisions for change.

Another survey of administrators was made in Alberta by Seger, Caldwell, and Magnan (1980). This survey asked respondents to identify areas of knowledge and skills required in administrators. Among the tasks identified by principals for high priority in pre-service and in-service programs were included the following: 1) working with teachers in assessing the effectiveness of teaching methods, 2) assisting teachers in developing skills related to solving instructional problems, 3) establishing procedures for evaluating progress toward instructional objectives, 4) assisting teachers in developing practices for attaining instructional objectives, and 5) working with teachers in designing methods for evaluating instruction.

Although Mosher and Purpel (1972) report that until 1963 there was very little research done on supervision of teaching, there are a number of contributions in educational literature, enriched by the social sciences in more recent years, which could have a significant impact on developing alternatives for supervision. Participative leadership styles (Ratsoy: 1973) which encourage the development of latent human potential have been advocated (Miles: 1974). Some gains have been made in identifying effective teaching strategies (Dunkin and Biddle: 1974) (Peterson and Walberg: 1978) (Gage: 1978) (MacKay: 1979). Blumberg (1974) supports the concept of the supervisor's role as that of a helping agent. However, some effort is still required to relate these theories to classroom observation and supervision practices. Even if one assumes that training and experience are pre-requisites to administration positions and even if, as MacKay (1971) suggests, there have been good practitioners of the art of supervision, there remains the fact that it is only in very recent years that courses in research on teaching, classroom observation skills and conference skills have been offered in Alberta universities.

One alternative which has surfaced in Canadian universities during the last ten years is clinical supervision. An analysis of the rationale and the process of this supervision model would indicate that it could be at least a partial answer to the administrative concerns discussed above, perhaps even a promising alternative because 1) it is founded on the belief that necessary changes in teaching behavior can best be effected through a personal commitment and involvement of the teacher, especially when such a commitment is developed through a collegial relationship between the supervisor and the teacher, 2) it focusses the purpose of classroom observation on the improvement of instruction as a supervisor-teacher partnership rather than on supervisor directed teacher evaluation, 3) it requires a more objective and systematic approach to supervision and the analysis of teaching, 4) it requires improved interactive skills between the supervisor and the teacher, and 5) it can provide a good forum within which the analysis of teaching can be related to the theories of effective teaching.

The model was developed at the Harvard Master of Arts in Teaching Summer Programs during the late 1950's and early 1960's and evolved from concerns similar to those discussed above. These experiences and the supervision process which developed under their direction are described by Goldhammer (1969) and Cogan (1973). Although clinical supervision may still encounter seriously limiting conditions (Harris: 1976), it has been advanced as the best practice in instructional supervision (Weller: 1971). It is intended for pre-service as well as in-service training (Krajewski: 1976). It appears to be well received and to be used successfully by supervisors in teacher education programs. However, its value for supervisors who are in administrative positions is still untested. Cogan (1973) believes that the role of the administrative evaluator today is incompatible with clinical supervision. He adds, however, that this is not always necessarily the case. Goldhammer (1969) does not deal with the problem directly. He does insist, however, that the role of the supervisor and the purpose of supervision must be clarified, and he advocates that 'clinical supervisors' should be employed by school jurisdictions to oversee the design of the instructional program and to work with teachers for instructional improvement.

Purposes of the Study

This study was designed with three major purposes in mind. The first purpose was to determine whether the school principals who participated in this study were in fact involved and to what extent they were involved in supervision, whether they had any concerns with existing practices, and how they would accept clinical supervision as an alternative approach. In essence, the main question was to determine how the principals would accept not only the observation and conference skills learned in training but also the 'concept' of clinical supervision and how this new approach would affect their perceptions of and practice in supervision.

The second purpose of the study was to identify some of the problems encountered by the principals as they attempted to use the clinical supervision model. Some of the limitations identified by Harris (1976) include cross pressures for and against change, peer pressures, organizational structures, personal limitations, and stragegic limitations. Of particular interest to this study was the time constraint factor because of the highly individualized approach in the five-step cycle outlined by Goldhammer (1969) and Cogan (1973.

The third purpose was to observe the reactions of co-operating teachers as principals attempted to use clinical supervision. Would teachers notice any difference in supervisory practices, how would they become involved in the process, and, especially, would the clinical supervision approach change their perceptions about the value of supervision?

Research Problems

Three major questions were investigated during this research.

1. What are the reactions of principals to the objectives of clinical supervision and what problems do they encounter as they attempt to implement them?
2. What are the reactions of co-operating teachers as principals attempt to implement clinical supervision?
3. How do time constraints affect the use by school principals of the structured five-step clinical supervision cycle?

Significance of the Study

This study was considered timely because supervision of instruction in Alberta schools is in a period of transition. This period of transition may have accentuated the traditional principal-teacher conflict in the evaluation of teachers and may have increased the need for alternative approaches in supervision, for improved skills and competence for principals in order to improve the value of classroom observations and to give more credibility to principals as supervisors. It was hoped that this investigation of clinical supervision as an alternative approach would make some contribution toward the improvement of supervisory practices of participating principals, and would encourage the development of improved training programs for administrators generally and for teachers as well.

The study was considered significant as well because there is need for more research on the effects of clinical supervision as indicated by Weller (1971), Mosher and Purpel (1972), Blumberg (1974), Krajewski (1976), Denham (1977), Reavis (1977), and Sullivan (1980). The study was intended to investigate the effects and value of clinical supervision in one area where research is practically non-existent - use by school principals.

The study was also significant because it attempted to apply to the analysis of supervisory practices the same clinical approach as is advocated for the analysis of teaching in the clinical supervision model. The exploratory case study approach, it was felt, would provide greater insight into the 'why' and 'how' of the acceptance or rejection, of the success or failure of the use of clinical supervision by principals than would a more experimental design.

Finally, the study was considered significant because the training component for principals included a unit related to the theory of effective teaching. Although the major objective of clinical supervision is to improve instruction, there is in its rationale and practice a surprisingly limited emphasis on relating the analysis of teaching to the theory of effective teaching. A non-directive, Rogerian approach may promote self-analysis of teaching behavior by the teacher but can, in many cases, limit the role of the supervisor to not much more than an observational, analytical, and reflective one. An open climate fostered by a participative leadership style is not necessarily a guarantee of effectiveness. In order to improve the value of the supervision process, it may be necessary for the supervisor to be more task-oriented, practical and able to direct the teacher to the investigation of teaching behaviors which have been found to be more effective. This suggestion is supported by Pelberg and Theodor (1975) at least in the case of experienced teachers.

Limitations and Delimitations

Delimitations

The following delimitations were established for the study:

1. Preference was given to elementary school principals and teachers, and only those volunteers who were within the greater Edmonton area were selected as participants.
2. The training period for principals and the simultaneous observation by the researcher was limited to the equivalent of one university semester during the period of September to December, 1979.
3. The study did not consider the question of formative and summative evaluation of teachers. Its intent was to expose some principals to an alternative approach to supervision and to observe the effects on these principals and their co-operating teachers.

Limitations

Conclusions drawn from this study and subsequent generalizations must be subject to the following limitations:

1. Although most advocates of clinical supervision agree on its rationale and adhere to its objectives, some differences have

been noted among theorists and practitioners. The personal orientation and beliefs of the researcher were certainly present during the training sessions with the principals. For this reason, it is entirely possible that the reactions and perceptions of participating principals and teachers may have been influenced by these biases. In order to facilitate the interpretation of the observations and conclusions of this study, the content and the conduct of the training sessions will be described and reported in detail.

2. No external validity check was made of the perceptions of the researcher, the principals and the teachers about the effects of exposing the principals to the use of clinical supervision. This would have in fact required a duplication of all the observations and analysis made by the researcher during a period of four months, a procedure which would have been too costly for the purpose of this study. However, to offset this deficiency, a five-point rating scale was used to compare the perceptions of all participants in all the major components of clinical supervision scheduled for study. This comparison was made at four different intervals during the study - once before training and once at the end of each of the three major units of training.

3. Because of the intensive nature of the study and the limited time available, only four principals and one co-operating teacher for each principal were included. The four participating principals were able to retain the same co-operating teacher

throughout the research and observation period. The comparison of perceptions between the researcher, the principals, and the teachers was therefore based on and limited to the interaction between these participants.

4. Clinical supervision does require more time and commitment. The quantity and quality of data may therefore be relative to the time invested in the research by the principals and the teachers.

Definition of Terms

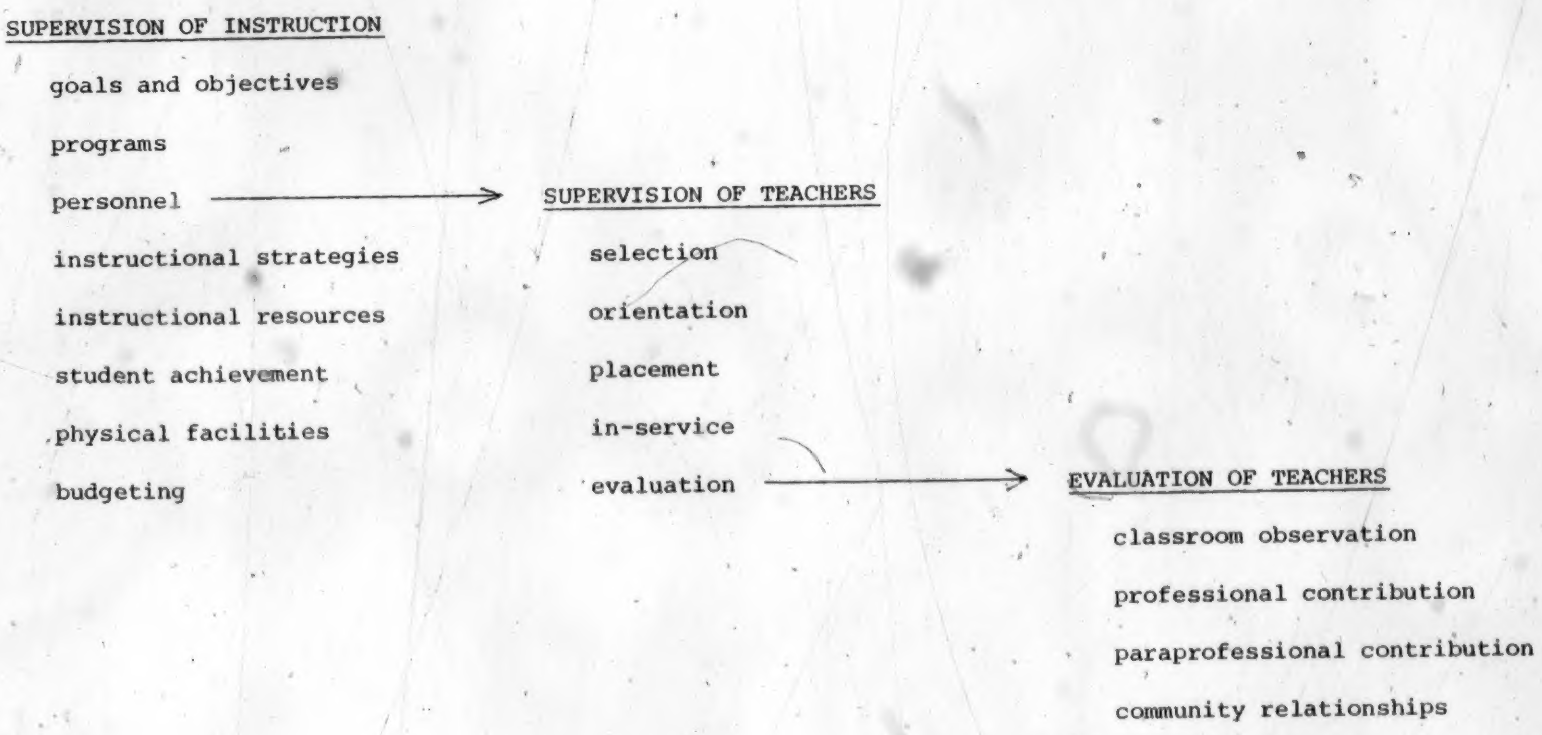
In current practice, and sometimes in current literature, the terms supervision, evaluation of teachers, and classroom observation are often used almost interchangeably. In the clinical model of supervision, evaluation of teachers is de-emphasized in favor of classroom observation which focusses on the analysis of teaching for the purpose of improving instruction. For this reason, and for the purpose of this study, evaluation of teachers is considered as a subfunction and is defined in the broader context of supervision of instruction as shown in Figure 1. The following definitions will apply.

Supervision of Instruction

The part of educational management which is concerned with overseeing the total process of instruction, including goals and objectives, programs, instructional resources and strategies, personnel, and student learning and achievement. The definition may be extended to include such functions as physical facilities and budgeting as they relate to the instructional process.

Figure 1

Evaluation of Teachers in The Context of Supervision of Instruction


SUPERVISION OF INSTRUCTION
goals and objectives
programs
personnel
instructional strategies
instructional resources
student achievement
physical facilities
budgeting
SUPERVISION OF TEACHERS
selection
orientation
placement
in-service
evaluation
EVALUATION OF TEACHERS
classroom observation
professional contribution
paraprofessional contribution
community relationships

Supervision of Teachers

A part of the total process of supervision of instruction, a specific function which relates to the selection, orientation, placement, professional development, and evaluation of certificated staff.

Evaluation of Teachers

A part of the total supervision of teachers function, the part that is concerned with evaluating, whenever necessary for contract and certificate purposes, the professional competence of teachers, their effectiveness in the classroom, their contribution to the school system through professional and paraprofessional activities and their relationship with students and the community.

Classroom Observation

One of the most commonly used methods of supervision of instruction. Usually involves observation of how goals and objectives are translated into action, how programs are implemented, how resources are being utilized, what instructional strategies are used, and how teachers and students are performing. The focus usually depends on whether the purpose is improving instruction or evaluating teachers.

Clinical Supervision

A systematic five-step model for classroom observation and analysis of teaching adapted by Robert Goldhammer (1969), from work initiated by Morris L. Cogan (1973). The five steps include a) a pre-observation conference between the observer (usually a supervisor) and the observee (usually a teacher), b) actual classroom observation, c) analysis of observation and planning of strategy by the observer for the post-observation conference, d) a post-observation or supervision conference, and e) a post-conference analysis and follow-up.

Observation Systems

Observation instruments designed to assist the observer in recording specific teacher behavior, pupil behavior, or pupil-teacher interaction. These systems are used as an alternative or a supplement to the verbatim recording of action in the classroom as suggested by Goldhammer (1969).

The more general term supervision will be used throughout this report, keeping in mind, however, that it is the actual classroom observation by the principal which has become a concern, whether the observation be made for formative or for summative purposes.

Outline of the Study

This chapter has described the current period of transition in supervision of instruction, a period of change which is having a significant impact on the role of the school principal in supervision. The problems associated with the involvement of principals in supervision were discussed and a possible alternative approach was identified. The need for the study and its purpose were outlined. Limitations to the study were presented and some definitions of the major terms were given.

A review of relevant literature is presented in Chapter II. The first part of the chapter views supervision from a historical perspective. The role of the principal as an educational leader and his role in supervision are then reviewed. This is followed by an overview of perceptions about supervision. Recurring themes in current theories of supervision are then presented. A summary of clinical supervision literature follows, and the chapter concludes with the role of the principal as a clinical supervisor.

The research design is described in Chapter III. The various phases of the research are outlined, the training component and the observation component are explained, and research instruments are described.

The data will be presented in Chapters IV, V, and VI. Chapter IV will give an analysis of the pre-training phase. Chapter V will describe the reactions of the participants in each case study through the four interviews. Chapter VI will describe the reactions of the participating principals eighteen months after completion of training.

A summary, conclusions, and implications will appear in Chapter VII.

Chapter II

REVIEW OF THE LITERATURE

An Overview

This review of literature will focus first on the history of supervision in an attempt to identify major trends, theories, and practices which have preceded the present period of transition. The role of the principal will also be viewed from a historical perspective. An attempt will then be made to link the major historical developments to the recent resurgence of interest in the study of supervision, to perceptions about supervision and the need for alternatives in current practices, and, finally, to the development of the clinical supervision model. Attention will then be focused on clinical supervision itself, on the circumstances of its development, on its definition and the description of its major characteristics, on the assessment in literature of clinical supervision as a concept and a model, and, finally, on a review of research in clinical supervision, and the role of the school principal as a clinical supervisor.

Supervision of Instruction - A Historical Perspective

Supervision of instruction has been practiced in one form or another for over three centuries. In the United States, Eye (1975) has traced "the evolution of the art" through a study of all available historical records. From these records, he draws facts and inferred rationales to arrive at definitions, purposes, structural locations, processes of supervision, evaluation of supervisory outcomes, tangential forays, and futurity potential. The first section, definitions, is summarized in Table 1, a list of major dates in supervision and highlights for each.

The purposes of supervision, from a historical perspective, are listed as follows:

1. Making education an instrument of government for its own development and maintenance; social structuring;
2. Gaining information about the school operation (accountability);
3. Distribution of rewards and punishment;
4. Assuring some uniformity of practice;
5. Imparting superior knowledge to subordinates;
6. Promoting more general and genial types of relationships with which to guide the efforts of teachers and pupils;
7. Improving teaching and learning;
8. Achievement of co-ordination of effort of a complex organization within a complex society;
9. Improving the products of learning.

The structural location of supervision is traced from town boards or committees of community fathers to state inspectors, county superintendents of schools, regional offices, local staff officers, assistant superintendents, supervisors of instruction, department heads, special teacher assistants or learning co-ordinators to, presently, a shift to the team - peer type of supervision. The processes of supervision listed range from check lists of structural characteristics to individualized observations and conferences to creative interactions.

Table 1

Major Dates and Highlights in Supervision of Instruction

(Summarized from Eye: 1975)

Dates	Who Supervised	Method of Supervision	Purpose of Supervision	Theory Development
1642	town officers as directed by the Governor and Company of Massachusetts Bay	give some time to parents, school masters and their children	give attention to the calling and employment of children with respect to their ability to read, religiosity, and abeyance of laws	
1709	committee of citizens as directed by the City of Boston	frequent direct visits	gain information and advise about the methods of teaching and the proficiency of learning	
1835	lay people considered as school master's friends	visitations to school building	make judgements about the teacher's merit and pupil learning - give stimulation to teacher to want to improve	merit pay
1864	professional school officer	visitations to school building	check adequacy of facilities, make judgements on the competency of teachers	concern for total operation
1890	superintendent and professional supervisors	work with teacher and learner to help them improve	advisement of teachers	group dynamics
1913			improving teaching practice	
1917			offer a "genial influence" over the schools and see that people were happy while learning	"sweetness" and light" supervision

Table 1 (continued)

Dates	Who Supervised	Method of Supervision	Purpose of Supervision	Theory Development
1930's		a technical service to influence the conditions which surrounded learning and pupil growth	improving the products of learning	
1950's		a service to help teachers do a better job	stimulate growth of teachers and pupils - to improve society and the world	helping - co-operative beneficence
1960's		draw all professional personnel into supporting the activities which could accommodate the instructional expectations of the community and the professionals	bringing together the predicted consequences of various kinds of acts	leadership research
1970's		emphasis on research in the actualization of opportunities for teachers and pupils	reformulation of education to fit a rapidly changing society	preparation for change

Two major conclusions emerge from this historical survey. The first is that the purposes of supervision seem not to have changed as rapidly as the organizations set up for supervision. The second is that one of the most neglected aspects of supervision has been the evaluation of supervision itself.

Another major study of the history of supervision in the United States was conducted by Burnham (1976). This study identifies the following major periods in the history of supervision, including the persons who performed as supervisors and the theories which served to guide the practice during each period.

1642 to late 19th century

The emphasis during this period was on 'school' supervision as differentiated from 'instructional' supervision. Control was invested in local or religious officers and special committees of laymen. The general purpose was to control standards - inspection of physical plants and making judgements about 'teachers' rather than about 'teaching' or 'pupil learning'. The concept of helping the teacher was not practiced. On the contrary, supervision was based on the following three fundamental approaches: 1) authority and autocratic rule, 2) emphasis upon inspection and the weeding out of weak teachers, and 3) conformity to standards prescribed by the committees of laymen.

1886 to approximately 1936

The emphasis during this period was on 'efficiency'. The supervision function shifted from lay persons to professional personnel. The position of chief state school officer assumed a position of importance and influence. A head teacher or principal was named to visit classrooms and pressure was applied to 'find something to improve'. Many new subjects were introduced. This in turn brought about a need for special supervisors to demonstrate instruction in these subjects. With this development came more emphasis on 'instructional supervision' or the improvement of instruction. However, district administrators were mostly concerned with business management. Classroom supervision was the responsibility of the principal or special supervisors and the main focus remained on teacher weaknesses.

1937 to 1959

This was another period of expansion in the schools with the addition of subjects such as physical education, foreign languages and fine arts, and the addition of special supervisors for these areas. As school functions and special supervisory positions multiplied (assistant superintendent, superintendent of instruction, curriculum co-ordinators, and curriculum consultants), decentralization from the office of the superintendent became necessary, and co-operation and co-ordination became essential. Supervision was shared by principals and special supervisors, by assistant superintendents, superintendents of instruction, curriculum co-ordinators, and consultants. Co-operative endeavors such as curriculum development and in-service activities emerged, and the human relations movement also emerged during this period which was known as a period of co-operative group effort.

1960 to approximately 1970

This was a period of federal grants to stimulate research and orientation toward technological advancements and competition with foreign countries. Positions such as director of research, director of federal programs, and public relations emerged. Co-operative study programs continued. Community participation was added. Supervision remained the co-operative responsibility of principals, of general and special supervisors, and of curriculum directors and co-ordinators.

Similar periods of educational history in the United States have been described by Gwynn (1969:3-17), Eye, Netzer and Krey (1971: 23-28), and Alfonso, Firth and Neville (1975:16-27), and are summarized in part in table form in Goldhammer, Anderson and Krajewski (1980:15).

On the Canadian scene, a review of more recent supervisory practices was made by MacKay (1969:12-13). He points out that

> The (Canadian) research tradition in supervision and the theoretical foundations on which it rests have been drawn from the American literature on supervision... (and that) Canadian supervisory practices are much like those in the United States.

He suggests that "there are available many exhortative pieces of writing which attempt to spell out for the practitioner what constitutes 'effective supervision'" but he concludes that

> There is no well developed theory of supervision..., (that) the various supervisory roles which exist in Canadian and American school systems are sometimes ill-defined, both on paper and in practice... (and that) there is a serious need to develop an adequate personnel system for school districts.

In Australia, Strachan (1980:1-2) noted an increased interest in the concept of instructional supervision during the last fifteen years. However, she concludes that "despite the interest in the subject generally, there appears to be a paucity of Australian literature about instructional supervision in schools".

In their review of primary school inspections in six countries of Africa, South America and the Far East, Lyons and Pritchard (1976) came to the conclusion that there exists in those countries some principles and guidelines to be followed by educational personnel but that there exists no model or ideal situation regarding inspection activities against which the situation in each country can be compared.

Reviewing the evaluation of supervision in the United States, Mosher and Purpel (1972:13-15) concluded that supervision began with no identity of its own, that it has no independent thought of its own (Lucio and McNeil: 1962), that it grew in a rather haphazard way, that inspection of schools remained the major emphasis of supervision until about 1920, that the contemporary definitions of supervision remain muddy, that the effects of curriculum and teaching strategies on students and learning have not been explored seriously and methodically, and, finally, that "to read about supervision in 1920 is to read about supervision in 1970". It is interesting to note that their book is titled Supervision: The Reluctant Profession.

And, finally, Hamilton (1966:24-25) came to similar conclusions in reviewing North American ideas in supervision, namely that 1) there is no theory of supervision as such, 2) teachers in the process of professionalizing their calling have tended to misinterpret the meaning of 'professional autonomy', 3) teachers tend to be ambivalent about supervision, 4) supervision exists because of a number of essential organizational and social needs, 5) modern textbooks have tended to emphasize some of these needs only, 6) modern expectations for supervision are diverse and complex, and 7) successful supervision requires understanding of individuals and social behavior. This is a striking parallel to the summary by Lambert (1979) of the review referred to in Chapter I of the conclusions of the 1978 Canadian Education Association Conference on supervision of teaching - no consensus on current practices but some consensus on the need for change, on the need to clarify goals of supervision and to improve practices, and the need to develop more participative approaches.

In summary, then, it appears that the period of transition which was described earlier has, in fact, been going on ever since the beginning of supervision practices. The period of transition, it seems, extends beyond the Canadian boundaries and even beyond the North American boundaries, with changes occurring more as a result of socio-political factors than instructional considerations. In the United States, and by extension in Canada, theories have ranged from administration inspection to ensure conformity to standards (1642 to late 19th century), to inspections for the purpose of transmitting superior knowledge - SUPERvision (1876 to 1936), to democratic educational leadership reinforced by the human relations movement (1937 to 1959), to co-operative democratic educational leadership supported by research (1960 to 1970), to, finally, a search during the 1970's for a better conceptualization of supervision and an attempt to "define supervision as an activity that is professionally valid and at the same time is susceptible to the efforts of research workers" (MacKay, 1969:13). Efforts in this area may be very timely because, as Mosher and Purpel (1972:49-50) have indicated,

> Very little research has been done on the supervision of teaching... (and that) there is virtually no research suggesting that supervision of teaching, however defined or undertaken, makes any difference.

The efforts in recent and current theories and research to remedy this situation will be described later in this chapter.

The Role of the School Principal in Supervision

According to the above historical review by Burnham (1976), the position of head teacher or principal has been in existence in American schools since the latter part of the 19th century and school principals have been involved in the supervision of teachers and supervision of teaching since that time. Alfonso, Firth and Neville (1975:16) also noted the recognition of the principal as a supervisor and instructional leader during the second part of the 19th century. By all accounts, however, it seems that the role of the principal in supervision has changed through successive periods of educational history in much the same way as theories of supervision have changed.

In his review of 'the changing role of the principal', Enns (1981) reports that "the principalship has been a position in North American schools from the day that the first school of more than one room was established". He, also, notes that the functions performed by principals have changed throughout the years much as schools and supervision have changed according to the patterns and norms of dominant groups in society. Thus it is that the sociological definition of the 'role' of the principal has shifted from the 'line' function in the early years to and including the scientific management era in the first part of the 20th century, to the 'staff' function during the mid-50's with the human relations movement, and perhaps back to more emphasis again on the 'line' function and management with recurring concerns for accountability and with the advent of such approaches as management by objectives and school-based budgeting.

Much has been said and written about the role of the principal in the context of changes in supervisory practices. In Alberta, for example, topics offered in The C.S.A. Bulletin, The Canadian Administrator, and other periodicals give an indication of the interest in this province during the last two decades: Can administrators rate teachers? (Worth: 1961), the ideal image of the school administrator (Neal: 1964), tasks and challenges in educational administration (Enns: 1964), administrative leadership (Armstrong: 1964), selecting school principals (Peach: 1964), school climate (Andrews: 1965), delimmas in educational administration (Miklos: 1966), the role of the principal in supervision of instruction (Ingram: 1967), the principalship as an authority position (MacKay: 1967), the stifling of the principal's administrative leadership through the bargaining unit (Young: 1967), issues in supervision (MacKay: 1968), conceptual frameworks for supervision (Enns: 1968), teacher autonomy and the supervising principal (MacKay: 1970), the principal as a supervisor and evaluator (Ratsoy: 1970), the process of perception and the administrator (Bosetti: 1973). In addition, several research studies on supervisory practices conducted in most Canadian provinces were reported by MacKay (1969).

In the United States, however, a mixed reaction toward supervision was indicated during the same period. On one hand, Eye (1975:18) reported some insinuations in recent years that there is no such thing as supervision and he alluded to an attempt within the Association for Supervision and Curriculum Development to drop the "S" (Supervision) from the title ASCD. And, surveys reported by Krajewski (1976a:72-73) in his plea to "put the 'S' back in ASCD", revealed that there were very few articles on supervision in major education publications during the early 1970's. On the other hand, Burnham (1976:303) reported a revitalized interest in the theory and practice of supervision in the fact that two dozen books and booklets were published during the five years preceding her own publication. And, judging by titles in periodicals during the past five years, there does seem to be a renewed interest for supervision and educational leadership. For example, the Winter 1976 issue of the Journal of Research and Development in Education and the Fall 1977 edition of Contemporary Education were devoted to clinical supervision, and at least six issues of Educational Leadership since 1976 have focussed on supervision and the related concepts of instructional leadership and staff development.

Areas of general consensus in all the above literature include the following: 1) the principal is or should be the instructional leader in his school much the same as the superintendent is the instructional leader for the school system; 2) supervision of instruction is an integral part of the role of the instructional leader; 3) the school is considered effective to the extent that the principal provides leadership and involves his staff; 4) principals should give more time to educational leadership generally, and to supervision specifically; 5) the preference of both principals and teachers in leadership and supervision by the principal is for an emphasis in curriculum development, professional development, and helping with the improvement of teaching methods; 6) the needs of teachers should be considered as well, not only the needs of the students and the goals of the school and the school system; 7) helpful, pleasant leaders and supervisors who offer positive and constructive assistance are favored while those who give negative criticism are generally disliked; 8) evaluation of teachers is not generally seen as a function that will enhance the educational leadership of the principal.

This last point, evaluation of teachers by principals, has remained a source of conflict for some time. What we refer to today as the 'summative' versus 'formative' evaluation conflict for principals (Boulet: 1980) was referred to as the 'line' and 'staff' conflict during the 1950's and 1960's. Enns (1965:30), for example, was of the opinion that

> In classical organization theory, the line and staff functions are incompatible in the same office... Thus, if we wish to have the principal emphasize supervisory functions, then we should agree to de-emphasize the line function of directing and reporting... (and) when evaluation becomes more specifically the inspection and assessment of teachers' efficiency and effectiveness, I think the principal must withdraw if he is to continue to perform the other function effectively.

This position was maintained later (Enns: 1968) when he wrote that

> The staff function depends largely on a feeling of mutual confidence and rapport and, therefore, cannot be performed effectively if the helper is also rating the teacher who comes for help. Since the principal is most suitably situated to perform the staff function, it follows that he should not be hampered by the formal evaluation function.

Bargan (1965), on the other hand, was of the opinion that the principal is a status leader to whom the school board grants authority and the responsibility to carry out his functions. A leader must evaluate or he cannot lead and just because evaluation can be one of the more unpleasant aspects of the job does not mean that it can be avoided by passing it on to other personnel. He concludes by saying:

> If he is truly concerned and committed to the improvement of teaching in his school, it is inconceivable to me that he can divorce himself from the evaluation of the educational process which involves ultimately the evaluation of the work of teachers. (p. 18)

Levirs (1958) was of the same opinion. In his "Concepts of Supervision", he points to the trend of most modern writers to shun such emotionally unacceptable terms as arbitrary, authoritarian, inspectional, impersonal in favor of democratic, co-operative, representative, creative. He prefers to speak of 'supervision in a democracy' rather than 'democratic supervision'. Democracy has within it the vital and sustaining principle of authority. Supervision, based on the consensus of the group supervised, is not democratic. Rather, this places this specific group above the democratic authority which is founded on the whole body of the citizenry which demands, authorizes, and delegates supervisory powers. Since the principal is a supervisor who is appointed by elected citizens, he cannot abdicate his authority nor abnegate his responsibility for supervision of all aspects of education including staff competence and performance for pretext of consensus of teachers and trends towards democratic principles of teacher participation and decision-making.

In spite of the fact that new "emerging concepts in supervision" (Barr and Burton: 1938) and "democratic supervision" (Barr, Burton and Brueckner: 1947) were introduced some forty years ago, the line and staff conflict remain even today as a very significant concern in supervision by principals. Stone (1978), for example, reports that in the United States, the role of the principal is governed to a considerable extent by the negotiated collective agreement of which he is a part. He states that:

> All too frequently, the development of curriculum and the innovation of teaching processes have been limited to those activities that do not violate specific clauses of the contract or conditions of employment.

On the other hand, Krey, Netzer, and Eye (1977) have found that master contracts do not prohibit nor create much interference for supervisory activities. They do note, however, that supervision is perceived as a phase of management by those who negotiate master contracts for teachers, and that negotiated items such as teacher assignments, dismissals, transfers, and evaluation do present some interference in supervision. They also note that supervisors should be more conscious of master agreements and aware of their contents.

In Canada, in spite of the fact that Lambert (1979) reports that all Canadian provinces and territories indicated at the Canadian Education Association Conference in Montreal in 1978 that supervision at the school level is the responsibility of the principal, Jean-Paul Desbiens, the keynote speaker at the same conference, indicated that there is no agreement on whether the principal should supervise and whether he has any line authority in this area. He states that:

> ... administrators, first of all, have no difficulty in recognizing the need for administrative supervision. This seems obvious but it is not always recognized which is why I am mentioning it.
>
> As far as educational supervision is concerned, it is clear that it has undergone a marked decline over the last fifteen years and administrators at all levels are partly responsible, but to be

> fair, we have to admit that during this period, they have had more than their share of changes to adapt to and more than their share of crises to handle.
>
> When it comes to teachers, they have refused all outside supervision either because they are apprehensive about it or because they reject it on principle.

He then quoted a report of an inquiry in Quebec by Paul Laurin for the Quebec Federation of Principals. A portion of the report reads as follows:

> One notices with surprise that primary school teachers feel that the principal has very little responsibility in the evaluation of student learning; they have a tendency to perceive him as having little or nothing to do with this activity.
>
> ... It should be noted that teachers in general tend to mention that the principal does not have and should not have anything to do with observing teachers in the classroom.

In Alberta, Hawkesworth (1980), referring to the decade preceding the new School Act in 1970, recalls that

> ... many principals were involved with teacher supervision although they did not write formal reports on teachers. Many of the principal leadership course programs addressed this issue and stressed the need for principals to be involved in supervision of teachers.

However, the conflict persists here as well as indicated in Chapter I, with the Alberta School Trustees' Association advocating a managerial role for the principal and the Alberta Teachers' Association objecting to any involvement by the principal in summative evaluation of teachers.

In spite of the fact that this conflict is not resolved, there remains the reality that principals are expected to supervise as indicated above. A study by Cobb (1975:27) perhaps captured the sentiment of those who advocate supervision by the principal. He reported that

> Non supervision among principals encourages non supervision among teachers and that will probably result in mushrooming disciplinary disorder among problem-prone students... Principals who left their royal throne to supervise in the classroom frequently encountered few disciplinary problems whereas the others who stayed in the office most of the time had many.

Certainly significant as well is the perception held by many that the principals is in the best position to supervise (Parsons, 1971:6), especially if he can establish a congruence between the needs of the individual and the requirements of the organization (McKague: 1968), if he has demonstrated that he can and will contribute to the teachers' effectiveness (Harrisson, 1968:282-283), if he can find the time and if he can be a 'teacher of teachers' (Johnston and Sackney, 1978:12), if he can develop power and influence based on expertise (Balderson, 1975:5), if he is given the resources and the chance to become an educational planner (Caldwell, 1980:32), and if he can develop behavior that can minimize stress in his teachers (Thorlacius, 1981:43).

Unfortunately, there are no well established procedures for selecting principals to ensure that this will happen (Blumberg, 1974: 6-10) (Kelsey and Leullier: 1978). Furthermore, the principal still faces many administrative dilemmas (Sackney: 1980) (McDaniel: 1981) - what they want to accomplish and what is possible; helping yet not interfering with teachers; constructive criticism and positive reinforcement; allegiance to staff and communication with the community; maintaining trust with both the teachers and the students; how and when to involve the staff and other groups in decision-making; time management and being available, etc., - all of which help make uncertainty a fact of life and work for the principal as described by Willis (1980:4) with his day being

> generally hectic in pace, varied in its composition, discontinuous and superficial in any pursuit of tasks with the unexpected always as one of the few certainties of the job.

Yet, as pointed out by Sackney (1980:5), "the fate of the principalship rests on the performance of principals". In the words of Krajewski, Martin and Walden (1980:38), the principal should be manager, a leader and an administrator - "in fact, the principal 'must' be all of these to be effective in coping with the changing demands of the role". He must learn to develop a proper behavior balance between task orientation and staff relationships which becomes not only "an appropriate 'fit' between the leader's style, the characteristics of the followers and other exigencies of the situation" (Gosine and Keith: 1970) (Fris, 1981:6) but also in the final analysis, a function of society because

> The school and its program is inevitably constrained by and inextricably bound up with the values of the society and specific community in which instruction and its supervision take place. (Housego, Grimmett and Watkins, 1979:22)

DeWitt (1977:589) adds that "instructional supervision can only succeed as part of, rather than apart from, the visible community which it must also serve".

Coupled with problems associated with communication and interpersonal relationships, this on-going period of change and the continued conflict between supervisors and supervisees have caused some interestingly divergent and at times rather negative perceptions about supervision as will be seen in the next section.

Perceptions About Supervision

This section will deal first of all with what Blumberg (1974:41) calls 'global' perceptions and then with a summary of details from research reports. Perceptions of both parties, the supervisors and the teachers, will be presented.

Brandt (1981:515) suggests that

> Supervisors, like teachers, seldom live up to expectations - others' or their own. They want to be considerate but they're seen as indifferent. They try to be helpful but they're considered a hindrance. They strive to be just but they're viewed as unfair.

He then goes on to describe an interesting dilemma for supervisors - the cherished image of some ASCD members for "non-threatening" supervisors teachers trust because they do not evaluate them, but the knowledge that, as Pickhardt (1981:531) has pointed out, "helping is a form of power and, therefore, supervisors may be a threat to those they help whether or not they have the power to evaluate". In any case, he suggests that most schools have not been in a position in the past and are not now in a position to afford such highly skilled professionals.

McDaniel (1981:519) notes that teachers often have a less than complete understanding of a supervisor's role and responsibility.

> Supervisors seem to have left the difficult job of teaching for the leisurely life of administration. A better salary, secretarial assistance, more authority, and less work - from the teachers' perspective, supervisors have the best of all possible worlds.

According to Sergiovanni and Starratt (1971:9),

> The process of supervision is viewed by teachers, students, and others on a continuum extending from outright hostility through indifference to outright enthusiasm. How one views supervision depends largely upon one's past experience with supervisory practices.

They believe that perceptions of educators of the need for supervision also extend on a continuum from necessary as a "unidimensional concept associated with the office of supervisor" to "unnecessary" to "an obstacle to school effectiveness".

Reavis (1977:311) noted that teachers tend to view supervisors as "... threatening and authoritarian, or a non-entity and out of touch with classroom reality". In his study of intern teachers earlier, he had noted that this group of teachers had an indifferent attitude toward supervisors. This attitude was typified by the following statement.

> We neither fear nor look forward to the supervisor's observations; it is just something else that interrupts the day like a fire drill. (Reavis, 1976:36)

Of the "private cold war" between teachers as a group and supervisors as a group, Blumberg (1974:2) says that:

> Neither side trusts the other and each side is convinced of the correctness of its position. Supervisors seem to be saying, "If 'they' would just listen to us, things would really get better". Teachers seem to be saying, "What 'they' give us doesn't help. It would be better if they left us alone."

He then refers to "some disturbing and neglected findings" (p. 12-13): 4% of teachers in Indianna felt that the quality of supervision they received was good (Wiles: 1953); a sizeable percentage of teachers in Philadelphia considered that the time they spent with their supervisors was "utterly wasteful" (Blumberg and Amidon: 1965); only 1.5% of approximately 2500 teachers in another sample referred to their local supervisor when asked about their sources of new ideas or changes in teaching practices (Wiles: 1953); supervisors took almost a polar opposite stance to that of teachers when they evaluated the effects of their efforts: most tended to view the results of their efforts in a very positive way (Blumberg, Amidon, and Weber: 1967); principals estimated that they were spending 35% of their time in supervision of teachers and said they would like to increase their supervisory time to 50%. In summary, Blumberg adds:

> So, we seem to be caught in a curious type of bind of which, I suspect, not many people in education have been made publicly aware. It is this. Teachers tend to say they find their supervision of little value. Supervisors say their work has a lot of value. Supervisors seem to be saying that they want to spend more time doing what their clients (the teachers) consider to be relatively useless. We seem to be involved in a circular, self-reinforcing and, one would suspect, extremely uncommunicative system, the maintenance of which requires a large expenditure of increasingly scarce resources for an activity with a relatively small reward, at least from the point of view of those whom the expenditure is supposed to benefit. (p. 13)

Blumberg (1974:41-70) then goes on to describe in more detail two major studies in "perceptions of interaction" and two major studies in "behavior, interpersonal relations and morale" for which he and his associates have become well known. He notes that the studies

> are based on perceptions of behavior and not on behavior itself... This is an important difference, for it is quite possible that discrepancies exist between behavior itself and how it is perceived... In many respects, how a person perceives the behavior of another is much more important than the behavior itself. (p. 42)

The findings of the four studies are summarized here because, as Blumberg (1974:1) points out, they relate to a major concern in supervision, a concern with which a reader is seldom confronted, that is the "analysis of interpersonal transactions and problems that occur as supervisors and teachers meet".

Teacher Perceptions of Supervisor Behavior Styles (Blumberg and Amidon: 1965)

This study was intended to find out 1) whether teachers were able to discriminate among various types of supervisory behavior, and 2) if teachers were able to discriminate, what would their deferring perceptions be related to.

It is from this data that was developed the following set of four supervisory behavioral styles that have characterized the work of Blumberg and his associates.

STYLE A. High Direct, High Indirect
The teacher sees the supervisor emphasizing both direct and indirect behavior: he tells and criticizes but he also asks and listens.

STYLE B. High Direct, Low Indirect
The teacher perceives the supervisor as doing a great deal of telling and criticizing but very little asking or listening.

STYLE C. Low Direct, High Indirect
The supervisor's behavior is rarely direct (telling, criticizing, and so forth); instead, he puts a lot of emphasis on asking questions, listening, and reflecting back the teacher's ideas and feelings.

STYLE D. Low Direct, Low Indirect
The teacher sees the supervisor as passive, not doing much of anything.

The study found that

1. the teacher could and did discriminate specific behavioral patterns in which their supervisor engaged;

2. the way teachers describe the communicative freedom of their interaction was related to the manner in which they perceived their supervisor's behavior;

3. the following consistent patterns developed:

    a. STYLE B (High Direct, Low Indirect) was closely associated with defensively-oriented interaction;

    b. STYLE A (High Direct, High Indirect) tended to follow B rather closely with regard to how defensive teachers felt toward their supervisor;

    c. STYLE C (Low Direct, High Indirect) seemed to favor the development of empathy;

    d. STYLE D (Low Direct, Low Indirect) was also closely associated with supportiveness.

From these consistent patterns, the researchers concluded that

> What the teachers were saying was that communications with the supervisor were most supportive when he behaved primarily in an indirect way and also when he appeared to be doing little of anything. (p. 48)

A simple rating devised to ascertain the teacher's perceptions of the 'productivity' of the behavioral styles yielded the following order - C, A, D, and B, with mean productivity scores for C and A being very close while there was a sharp break between A and D and between D and B. The same order appeared when a test was made for discrepancies between how teachers saw their supervisor behaving and how they wished he would behave. The researchers' general conclusion from this study reads in part as follows:

> The data told us that even though a heavy emphasis on both direct and indirect behavior combined seemed to effect a somewhat defensive atmosphere, it also resulted in high productivity. Yet, when the supervisor is seen as passive, though the communications are supportive and free, there is little productivity; there may be a lot of unfettered talk but not much seems to happen. But, it appears that teachers still see more productivity coming from a relatively passive supervisor than from an overwhelmingly direct one. What the dynamics of that reaction are remain to be cleared up. (p. 44)

Differences Between Supervisor Perceptions and Teacher Perceptions (Blumberg, Amidon and Weber: 1967)

This study found the following differences between the perceptions of teachers and the perceptions of supervisors:

1. Supervisors saw themselves engaging in less direct behavior than the teachers perceived.
2. Supervisors saw themselves as being relatively effective in helping a teacher gain insight into himself but teachers did not share this view.
3. Teachers perceived supervisors as having both a much more dominant superiority and neutrality orientation than supervisors, as a group, thought they conveyed.
4. Supervisors saw the time they spent with teachers as being clearly more productive than did teachers.

A further analysis of data revealed that supervisors who considered themselves more productive also saw themselves as being more indirect but there was no difference in the amount of emphasis they saw themselves putting on direct behavior. In the opinion of the researchers,

> The issue seems to centre around problems of communication between supervisors and teachers, each group tending to see the results of supervision in different ways. By itself, this difference is a barrier that could be overcome if supervisor and teacher were skillful enough and motivated to talk about their differences and perception. But such appears not to be the case. It seems that very little of the talk between supervisors and teachers is concerned with a joint analysis of their work or of the state of their relationship. (p. 52)

Relationship Between Perceptions of Behavior and Interpersonal Relations (Blumberg and Cusick: 1970)

The main purpose of this study was to determine if productivity in supervision would be affected by the amount of energy devoted to relationships between teachers and their supervisors.

Again, more positive evaluations were given by teachers of the quality of their supervisory interpersonal relations in the case of Style A (High Direct, High Indirect) and Style C (Low Direct, High Indirect) while generally less positive or even negative evaluations were given by teachers in the case of Style B (High Direct, Low Indirect) and Style D (Low Direct, Low Indirect). According to the researchers, "the results suggest some possible clues about the style of supervisory behavior that might tend to put into effect Likert's Principle of Supportive Relationships" - leadership and conditions within the organization which will ensure that each individual member will view his experience in the organization as a supportive one which builds and maintains his sense of personal growth and importance. They conclude as follows:

> A certain amount of motivation to work productively is achieved by supplying economic need satisfaction. Once these needs are relatively well met, however, they take on the character of hygienic, relationship-maintaining factors (Herzberg: 1967) rather than serving as a source of motivation. It is at this point that the Principle of Supportive Relationships starts to take over, building on and supplementing whatever motivation to work arises when economic needs are relatively satiated.

The Effects of Supervisory Style on Teachers' Morale (Blumberg and Weber: 1968)

The study found that teachers' morale was indeed related to the teacher's perceptions of their supervisor's behavior and that the differences in morale scores seemed to be mostly a function of the amount of emphasis that teachers saw their supervisors putting on indirect behavior. The highest morale score occurred under Style C. Next came A, followed by B, and D.

In Blumberg's opinion, the consistency of the findings in the four studies lends credence to the concept of behavioral styles and the methods of measurement used and provides sufficient information to go on to the next step, "model building". He then goes on to deduce what he believes to be "critical dimensions of a person's productive relationship with an organization" and some implicit assumptions which can be made about both direct and indirect behaviors. In his opinion, a person is likely to feel fulfilled as a person and in his relationships with his organization when he

1. feels a 'communicative openness' with his supervisor';
2. feels a sense of his own 'professional competence' in growth inducing and confidence building, helpful and supportive feedback from supervisors and colleagues;
3. feels a 'sense of colleagueship' in his relationships with his supervisor and co-workers;

4. senses that his 'worth as a person' is valued by his supervisor and colleagues;
5. senses that the organization and his supervisor are concerned with his 'personal and professional growth';
6. feels a sense of 'personal independence and freedom' in his work;
7. feels a sense of 'support for risk taking' and senses that failure is not taken necessarily as a sign of immaturity or incompetence.

These assumptions and critical dimensions of productive relationships have been listed because they provide strong support for the concept of clinical supervision which will be described later in this chapter.

Lovell and Phelps (1977) also found that supervisors and teachers view the value of supervision quite differently. This study found that principals and supervisors perceived themselves as providing the instructional services that teachers need, but the teachers did not perceive that they were receiving the services they needed. In fact, the data indicated that principals were less inclined to provide services in areas directly related to classroom teaching than in ones related to administrative services. The evidence was strong that principals placed greater priority on their administrative role than on their role as an instructional leader.

Gordon (1976) found support for Blumberg's findings that teachers perceive supervisors as being effective when they are being supportive. He also found that significantly more supervisors with less experience placed greater emphasis on listening and information gathering than did supervisors with greater experience.

In a study of satisfaction and dissatisfaction of supervisors, Crews (1979) found that the motivation of supervisors as well is greatly affected by the organizations within which they work, by the structure of their jobs, their working relationships with others, and by the support systems in their positions.

Martin, Isherwood and Rapagna (1978) found in a group of thirty student teachers some evidence to support one of the basic assumptions of clinical supervision, namely that "the complex behavioral pattern called 'teaching' can be modified, and that a supervisor - or third party - can be influential in that modification in a planned way". A second finding of this study "was that there were no differential effects of direct and indirect supervisory styles", a significant disagreement with the findings of Blumberg. The researchers note that these findings appear "consistent with the contingency notion of leadership effectiveness espoused by Fiedler, and Vroom and Yetton, but inconsistent with current trends in the survey literature on supervision". A third finding of this study revealed that teacher dogmatism did not interact with a supervisor's verbal style to effect change in a teacher's verbal behavior. This again is an interesting difference with the findings of another research, that of Johnson, reported in Harris later (p. 47).

Harris (1975:232-233) has described as follows some of the difficulties encountered in supervisory behavior research:

> The problems of doing supervision research of high quality continue to be serious. The number of supervisors of any particular kind are few in most school districts; hence descriptive studies must be state-wide, regional, or national in scope to provide the larger

> perspective on practices. Unfortunately, studies tend to become superficial when they become large in scope unless they are well financed. For the most part, money for such studies is not available.
>
> Another problem relates to the locus of supervisors' operations ... The supervisor works in many places with a diversity of problem and situational contexts. Rigorous study under these conditions requires a large-scale or longitudinal efforts or both.
>
> Still another problem has to do with privacy...

In spite of these difficulties, Harris (1975:232-250) summarized a number of research studies noting that some of the findings may be "rather limited and inconclusive". Some of these findings include the following:

1. A group of supervisors of various kinds perceived their jobs as being consistent with instructional change theory and as 'highly differentiated' from principals' perceived competency definitions of their own jobs. This group of supervisors defined their responsibility in a manner which is highly consistent with the theoretical notion that curriculum development, materials development, in-service education, and program evaluation are the core of supervisory programs directed toward the improvement of instruction. (Harris: 1972)
2. No significant overall disagreement on role expectations of the supervisor was found among three groups of school personnel - supervisors, administrators, and teachers. Supervisors were found to be much less eager to approach problem situations with curriculum development endeavors than teachers would prefer. Teachers saw evaluation of instruction as being less appropriate in supervision than the supervisors did. This group of teachers was not inclined to accept the supervisor in roles that emphasized change from 'outside'. (Cardenas: 1966)
3. A group of supervisors, co-ordinators, and professors agreed that competency descriptors for supervisors of special education should include skills in curriculum development, staffing, and in-service education. (Bessent, Harris, and King: 1973)
4. Directors of instruction were found to spend 70% of their time in curriculum and instruction and in staff personnel task areas. Approximately 80% of their time was spent in interaction with people and 65% of this time was in face to face situations. (Duffy: undated)

5. The degree of dogmatism of supervising teachers was found to have a significant impact on the personality characteristic of open and closed-mindedness in student teachers during their student teaching experience. (Johnson: 1969)

6. A comparison of the involvement of both central office supervisors and school principals in an intensive approach to implement a reading emphasis program revealed that the supervisors were more effective generally in promoting teacher innovations. (Hartgraves: 1973)

7. An analysis of the behavior of supervisors in interviews with teachers found that supervisors' style in these interviews was basically directive - 63%. Supervisors spent 45% of the time talking and rarely made a statement that would help build a healthy climate. (Blumberg: 1970)

8. Negative feedback was found to have a significant impact on how effectively student teachers taught - 45% taught less effectively after receiving negative feedback, 29% showed visible improvement, and 26% showed no change. The level of extroversion or introversion of the teachers did not appear to be a factor in the observed changes. The degree of neuroticism and anxiety was an important factor with the most neurotic teachers showing greatest deterioration and the least neurotic showing an improvement. Intelligence was also found to be a factor - student teachers in the lowest range improved their teaching while those in the highest range showed a significant decline in rated teaching effectiveness. (Brown: 1962)

In their study of perceptions of teachers in Western New York State, Young and Heichberger (1975) found strong support for supervision. Eighty-two percent of teachers felt that there is a definite need for supervision and evaluation in schools, even though many indicated that supervision is also perceived as dangerous. Teachers felt they should play a part in the development of evaluation programs, and 87% indicated that evaluation should be mainly used to diagnose teachers' performance and subsequently strengthen weaknesses through in-service. Many believed that the principal should spend a good portion of this time in supervision, but many believed that they then had either an administrative leader or a passive leader. When asked what kind of a relationship they would like to have with a supervisor, 62% indicated a helping relationship - 70% supported the idea of the supervisor and each teacher agreeing on instructional program objectives and working together in evaluating these. Seventy-five percent believed that supervisors could help by studying the school needs and working with the teachers in solving instructional problems. Honesty was considered to be the most important humanistic quality, and communication the most important link between the supervisor and the teacher.

In Australia, "Project CLINSUP" was originated by Smyth (1980a) at the University of Victoria. The project consists of a series of studies involved in collecting data in a number of Australian schools on the application and possible modification of a system of school-based instructional development known as "Clinical Supervision". One of these studies was undertaken by Strachan (1980). In her review of literature are found the following comments about supervision in Australia:

> ... Supervision is often synonymous with inspection... Supervision of teachers by the supervisors (even in non-evaluative form) is not a popular concept... Principals in particular, in enacting their supervisory role, are often forced to gain information and form impressions about their teachers by indirect methods, rather than by formal observation of classroom teaching performance... The unpopularity of many supervisory programs may be traced to the fact that the intent of many Australian teacher-supervision programs is simply to detect more teaching and to modify it. This deficit approach has probably done little to increase teacher acceptance of classroom observation.

In the opinion of the researcher, one of the major points emerging from this study is the fairly general disparity between what teachers say they currently experience in schools (in-service, conferences, and seminars) and what the teachers say that they would prefer (observation, discussion, and follow-up). However, the research report ends with the following positive note:

> (Researchers) can be optimistic that the ideal supervision scheme suggested most frequently by teachers in this survey (observation of teaching performance, followed by discussion and follow-up) approaches closely the assumptions of the clinical supervision model. Indeed, the apparent call for principals to act as active clinicians serves to further enhance the future possibilities of clinical supervision in schools, with the principal as supervisor.

A number of studies were conducted in Canada as well. Bunyan (1970) found that student teachers as a group are able to cope with the transition from student to teacher regardless of the evaluation procedures used by their supervisors. However, he found a strong relationship between poor self-concept and high anxiety. Implications of these findings for supervision, he suggests, are for the design of supervision and evaluation procedures which foster improved self-concept and therefore reduced anxiety, a suggestion which is not unrelated to the implications of negative feedback as found by Brown (1962) and reported in Harris above. (p. 47)

Another related study is that of Wickstrom (1973). He found that the top four satisfiers for teachers were 1) sense of achievement, 2) the work itself, 3) good interpersonal relationships with subordinates, and 4) responsibility, while dissatisfiers included 1) lack of achievement, 2) poor school policy and administration, 3) unfavorable working conditions, and 4) adverse effects of the job on one's personal life. The following comment is added by the researcher:

> If we wish, then, to increase feelings of satisfaction on the job, it would seem that a major effort ought to be directed towards assuring that the teacher recognizes he is doing the job well, enjoys its, and maintains good student relations.

In his analysis of beginning teacher satisfaction, Hewitson (1976) found a "pervasive association of Rappórt with the Principal with the satisfaction of the beginning teachers surveyed". It was also found that the 'open-door' approach was not satisfactory because

> Though all teachers were free to approach their principal with requests for advice and help, they did not feel able or willing to do so. Moreover, the category of formal classroom visitations was no exception to the expressed desire for more supervision.

Parsons (1971) investigated teacher perceptions of supervisory effectiveness in West Central Ontario elementary schools. Among his findings were the following:

1. Of the twenty-six supervisory positions considered, the principal was rated the most influential in affecting the behavior of teachers and outcomes of their teaching. The other six positions identified as most influential by at least fifty percent of all teachers included: other teachers, program consultant, inspector, assistant principal, area, district, or regional superintendent, and resource teacher.

2. The principal was rated significantly higher on effectiveness than any other position - nearly 54% of the teachers selected the principal as being the most effective.

3. Effective supervisors were perceived as exhibiting the following conditions 'almost always' or 'frequently' while ineffective supervisors were perceived as only 'occasionally' or 'almost never' exhibiting these behaviors:

    a. providing executive professional leadership

    b. providing social support of teachers

    c. facilitating teacher involvement

    d. providing opportunities for teacher and institutional growth.

    Of all the positions, that of the principal was perceived to be the most supportive of teacher authority. Other effective positions were also seen as significantly more supportive of teacher authority.

A more recent Canadian study into the perceptions of the role of the principal in supervision was conducted in Saskatchewan by Johnston and Sackney (1978). Noting that "the improvement of classroom instruction and the role of the principal in classroom supervision are two concepts which seem to have plagued education for many years" (p. 1), these researchers undertook to 1) identify actual classroom supervisory practices of principals in terms of the perceptions of the principals and teachers, 2) to identify the desired classroom supervisory practices of principals and teachers in terms of the perceptions of principals and teachers, and 3) to assess the discrepancies between the actual and desired supervisory practices. Principals and a sample of teachers in several superintendencies were asked to respond to a questionnaire. The findings and the conclusions of this study are described as follows:

1. The most important conclusion drawn from the study is that teachers and principals not only want more time and effort spent on supervision, but that they want supervision for self-improvement or classroom supervision as defined in this study (the clinical supervision concept).

2. An analysis of the supervisory practices of principals indicates that they are engaged in supervisory tasks that are performed mainly out of the classroom, based on subjective data collection, focused on summative rather than formative evaluation procedures, and the least time consuming.

3. Time, as an important factor in classroom supervision, seems to be irrelevant when one examines the intercorrelation between principals' release time, the number of teachers supervised, and the amount of supervision each teacher receives.

4. Approximately one half (46.9%) of teachers reported that supervisory assistance was of help while one third (32.9%) reported that supervisory visits were of little or no help.

5. 53.1% of teachers believed that the principal could assist them professionally.

6. Experience is not related to actual or desired supervisory practices. However, teachers and principals did indicate that the less experienced teacher who was having some difficulties should receive priority from the principals.
7. Both the teachers and the principals ranked university study as more important than workshops as a source of professional development.
8. There was a clear preference among teachers for a human resources approach to supervision.

A final comment by the researchers reads as follows:

> Our experiences through workshops and observations with principals have led us to believe that most principals do not know what to do when they enter a classroom to conduct formal supervision. Most administrators have not been trained in classroom supervision and few administration departments require their graduate students to study pedagogical skills or research in teacher effectiveness.

This, in the opinion of the researchers, appears to be a significant factor in explaining why we have such a paucity of classroom supervisory practices.

Perceptions about supervision are indeed divergent as has been described above. Research in this area is difficult and the results are at times divergent as well. In general, there seems to be some agreement that supervision is necessary; yet, there is a persistent question about its value and it is often associated with a considerable amount of anxiety for both the teachers and supervisors over the "rator-ratee" relationship (Cogan, 1973:63). Teachers seem to want some help, at least to share their work with someone but they hesitate to become involved in supervisory relationships because, as Cogan (1973:23) puts it, the "failure to build positive expectations and attitudes about in-class supervision creates the curious situation in which many teachers treasure their isolation and hate their loneliness". Supervisors, on the other hand, seem to want to help but they also are often a partner in an uneasy relationship because, as Goethals has explained, "some of the best intentioned efforts to help another person may be deeply threatening to that person"... and "the supervisory role and process have psychological impact over and beyond whatever may be the objective dimensions" (quoted in Cogan, 1973:78). What is significant, as Cogan points out, is not that supervisors or the position they hold are threatening or not but the fact that they may be "perceived" by the teacher as a source of threat.

Many suggestions are made in current literature to rectify these problems. Current theories will be reviewed briefly in the next section in an attempt to identify recurring themes which might give some idea of present and future directions.

Recurring Themes in Current Theories of Supervision

One of the themes which recurred most frequently is the need to reconceptualize supervision. Titles such as "Evaluation of Teaching: A New Look" (MacKay: 1971a), "Supervision in a New Key (Wilhems: 1973), "Perspectives on Instructional Supervision: The Model Muddle" (Pohland: 1976), "New Directions in Teacher Supervision" (MacKay and Osoba: 1978), and "Supervision in the 80's" (Grimmett: 1980) are an indication of the concern to clarify and redefine the process of supervision and the function of the supervisor. Many perspectives are advocated.

Harris (1977:567-568) proposes that "supervision of instruction must be manifested in new and more creative ways in the years ahead" rather than, as some would do, attempt to "disguise old practices in new semantic vials", or, as still others "borrow from the advocates of unisex and propose to blend administrative and supervisory practices into a single, undifferentiated function". In looking at the future, we must learn from the past (Harris and Valverde: 1976) (Lambert: 1979) and we must develop a framework for personnel supervision which is based on basic underlying assumptions about supervision wherever it takes place, namely that 1) effective practice is identifiable and 2) second-party intervention in the work process is or can be useful (Storey and Housego: 1980) (Goldhammer: 1969) (Cogan: 1973). We must develop more objective methods of teacher assessment (Mosher and Purpel: 1972), we must have a better understanding of what we mean by "improvement of instruction" (Sullivan: 1980) and by effective teaching (MacKay: 1971a) (Mosher and Purpel: 1972) (Sullivan: 1980) (Ratsoy and Sloan: 1981) and on how to use research on teaching (Smyth: 1981) (Smyth: 1981a). We must further realize that good data and good observational systems make a difference in the analysis of teaching (Rosenshine: 1970) (Twa: 1980) and in supervisory conferences (Thorlacius: 1980) (Kindsvatter and Wilen: 1981) (Mangieri and McWilliams: 1981). We must improve the validity and reliability of this data base and of its analysis (Goldhammer: 1969) (MacKay: 1971a) (Mosher and Purpel: 1972) (Cogan: 1973) (Blumberg: 1974) (MacKay and Osoba: 1978) (Grimmett, Storey and Housego: 1979) (Grimmett: 1980). We must involve the teachers in and elicit their commitment to the analysis of teaching and to the process of improving instruction (Goldhammer: 1969) (Cogan: 1973) (Heishberger and Young: 1975) (Hills: 1977) which requires a human perspective and the knowledge of groups and group dynamics in working toward the achievement of agreed upon goals

(Sergiovanni and Starratt: 1979) (Goldhammer: 1969) (Cogan: 1973) (Mosher and Purpel: 1972) (Blumberg: 1974) and, finally, we need a knowledge of the problems inherent to the function of helping (Pickhardt: 1981).

A second recurring theme is the need for leadership in supervision because it seems that "supervisors of instruction view teacher evaluation, leadership for change... and their sources of authority as top priority concerns (ASCD Working Group on Supervisory Practices, 1976:218) and because, in the words of Alfonso, Firth and Neville (1975:45) "successful instructional supervisory behavior cannot exist in the absence of effective leadership behavior". In fact, strong leadership is advocated in recent literature. According to Harris (1976a:335), "the time seems unusually right for supervisors of instruction, whatever their titles might be, to assert themselves as leaders in the instructional improvement process". Or, as Unruh (1977: 563) puts it, we have come to a crossroads and supervisors will have to "rise to the challenge of effective leadership or find that their functions have been taken over by other individuals or agencies". The time has come when "supervision must abdandon the philosophical 'good Joe' posture" (Eye, 1975:19). Supervisors must clarify within themselves their own personal and professional goals (Burns: 1979) and they must "demonstrate competencies more adequately" (Harris, 1976a:335) because "the future will require expanded services from individuals familiar with new skills, tasks and technologies" (Bishop, Firth, and Crossley, 1977:572). Supervisors will need first some general skills to cope with societal changes (Duhamel and Johnson: 1979), they will need analytical skills (March: 1974), but they will need especially those skills that will improve their credibility in instructional matters. They will need to know what to look for when they walk into a classroom (Johnston and Sackney, 1978:42), they will need to know what constitutes good teaching, how to observe teaching more objectively and systematically, how to analyze the data in a meaningful way, and how to interact effectively with the teacher in the analysis of teaching and improvement of teaching as suggested in the above proposals for the reconceptualization of supervision. This must be done in order to improve educational policy and practice (MacKay and Osoba: 1978) but it must be done also in order that supervisors may "demonstrate to parents and learners that their contributions to the learner are indeed successful" (Eckard and McElhenny: 1977). A co-operative approach with the teacher is necessary (Wiles and Lovell: 1975) (Harris: 1976a:334). Such co-operative leadership enhances gains for everyone rather than cause a loss of power for the leader (Della-Doro: 1977), but this type of leadership requires perhaps one of the most important and difficult skills to achieve, that of maintaining a proper balance between task-oriented behavior and relationship-oriented behavior (Cogan: 1973) (Gates, Blanchard and Hersey: 1976) in spite of the fact that "today's leadership environments are complext in the extreme" (Cunningham, 1976:324). Supervisors must remember that:

> The long supported notion that teachers make the critical difference in the lives of children and youth in schools remains unshaken by many years of research on teaching and learning. It follows then that an essential focus for improving instruction must be on teachers, teaching and the teaching-learning process... If the central focus is the teacher, how can we ignore teacher evaluation as a responsibility of supervisors of instruction. (Harris, 1976:334)

And, in spite of the fact that some have advocated distinguishing between supervision and evaluation as an administrative function (Diamond: 1978) (Sturges: 1979), supervisors must, as middle management personnel, accept the continuing dilemma of authority (Markovitz: 1976). They must learn to live with adversity and they must learn to use it constructively. (Culbertson, 1976:259) They must know that positive appraisal and performance appraisal work in industry (Reynolds: 1975) (Reyes: 1981) and they must be aware, as Firth (1976:329) has indicated, that:

> The examination of research efforts in fields beyond professional education has challenged some of the fundamental beliefs regarding leadership. One new view is that effective leadership requires status and power within the organization. Another is that discrepancies will always exist between the perceptions of leadership by subordinates and by supervisors. Another, and perhaps even greater departure from established thinking, is that a leader should maintain some degree of psychological distance from his or her subordinates.

In order to "balance things out" between the needs of the individual and the organization or to maintain "interpersonal reciprocity" between the supervisor and the teacher, Blumberg (1974:167-178) suggests the idea of Levinson's psychological contract to arrive at some satisfying compromise and a mutually enhancing relationship for both the teacher and the supervisor. Although both parties must accept some responsibility for this relationship, Blumberg believes that, in the final analysis, the relationship rests on the supervisor's leadership skills. He says that:

> It is primarily the supervisor who defines the relationship between him and the teacher. It is the supervisor's behavior that communicates to the teacher the behavioral and emotional parameters of their micro-social system. The teacher has some influence but the system's predominant character emanates from the supervisor.

Harris (1976a:335) sums it up in these words:

> An evaluation system that is objective, systematic, collaborative, and on-going, with emphasis on the improvement process, cannot function without the specialized skills and perspectives of supervisors.

A third recurring theme is the need for improved professional development opportunities for teachers. On one hand, the pre-service programs are questioned. A special diamond jubilee issue of Kappan (1980) raises questions about the direction of teacher education programs in the United States. In the lead article, Professor Emeritus B. Othanel Smith (1980:90), of the University of South Florida, suggests that nothing short of a thorough overhauling is necessary in order to bring about a "solution to the twin problems of how to improve both pedagogical education and the public image of the profession". He suggests a "coalition of leaders... to prepare a comprehensive plan and strategy for creating professional schools of pedagogy". There have been suggestions for review in Canada as well. Church and Regan (1979) have complained that only lip service has been paid to recommendations for longer internship programs and for greater involvement of teacher organizations in the planning of teacher education programs. In her response to this criticism, Mickelson (1980) agreed that there is need for review and need for co-operation but suggested, on the other hand, that "no training program - no matter how well conceived or how successful - can do more than prepare the student to begin teaching". Grimmett (1980:28) also noted that major reports in recent years support the concept that "teacher education programs can only be viewed as partial preparation for the rigorous demands of classroom instruction". Borrowing the quote that "great teachers are made in the classroom not universities", he goes on to describe how a heavy responsibility could be placed on supervisors during the 1980's to participate in the completion of professional preparation of classroom teachers and how this would mean a shift in emphasis from administration to analysis of teaching and the study of research on teaching with teachers. In what appears to be a strong argument in favor of improved practicum experiences and an improved relationship between pre-service and in-service activities, McIntosh (1969:210-214) had argued earlier that the clinical training model used in medicine could also be used in education as a "process directed toward the identification, solution, and understanding of the problems presented in the work-training program...". In this sense, as Mosher and Purpel (1972:3) and Weller (1971:16) have explained it, a supervisor would become a teacher of teachers, and in the words of Koehn and Goens (1977:585), they would have "the opportunity and the responsibility to nourish the talent that will maximize learning". Eckard and McElhenny (1977:616) remind us that strengthening individuals and group performance is a necessity in strengthening our educational program. Nasca (1976:513) believes that "solving the problems of individual teachers will probably have greater pay-off than general problem-solving sessions around broad topics". And, according to Firth (1977), the concept of staff development must be accepted as a long term commitment by school officials and as a hallmark of professionalism by teachers. A number of reasons would seem to make such a commitment necessary. First, Longmore (1978) found that 70% of teachers who had taught ten or more years did not participate in professional development activities. He suggests that teachers should be retrained on a regular basis. Dillon (1976) agrees that "decreasing teacher turnover, public criticism of school, and other factors are leading to new efforts in the area of staff development - many occurring at the local building level" but Blumberg (1974:28-29) suggests that such efforts are often frustrated by the system of tenure for teachers. Perhaps the most important reason is that teachers have considerable discretion over what happens in the classroom as reported by Simpkins and Friesen (1970). In fact, a three-year California study by Deal and Celotti (1980:471) has verified the "loose coupling" theory and reports that "the three levels of educational organization - district, school and classroom - operate independently as do individuals within each level". Ratsoy (1980), however, in this review of organizational linkages, notes that the degree of independence may depend on the strength of the linkages between the various levels. On the other hand, it may be that what the teachers perceive as a tight bureaucratic organizational chart, as typified in Figure 2, applies to business management affairs while, in actual fact, the chart may look more like the one in Figure 3 when it comes to instructional matters. If this is the case, then what is needed is a system of "school-based professional development" as suggested by Smyth (1980:10), a system where teachers are better able to look at themselves and their teaching in the context of their own classroom pursuits rather than at occasional conferences, seminars, or one-shot in-service days held away from the school. Such a system would assume, first of all, as

Figure 2

The Position of the Classroom Teacher in the Organizational Chart of Education in Alberta

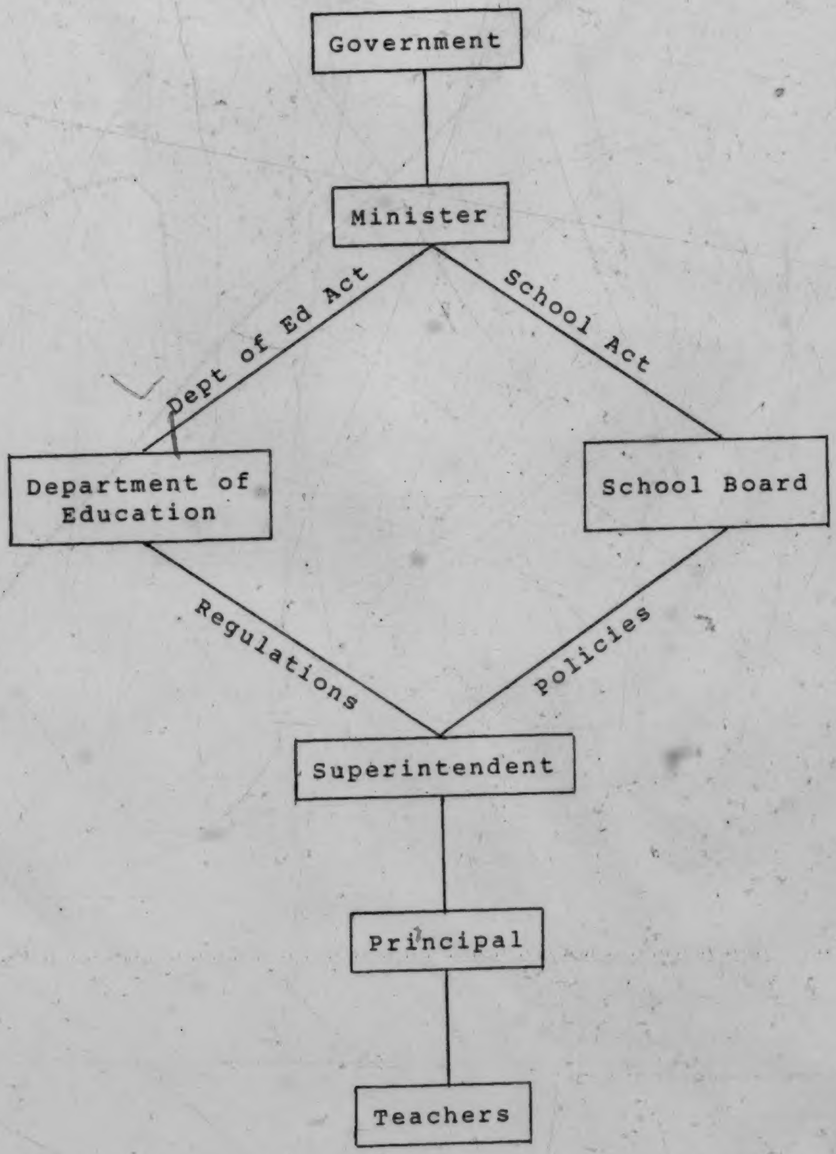
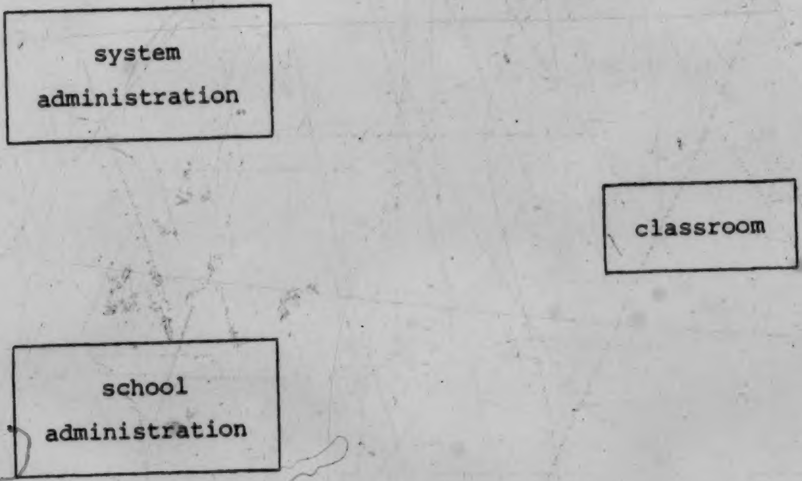

Government
Minister
Dept of Ed Act
School Act
Department of Education
School Board
Regulations
Policies
Superintendent
Principal
Teachers

Figure 3

Effects of Administration on Classroom Instruction

(As reported by Deal and Celotti: 1980)


system administration
classroom
school administration

Sergiovanni (1975) does, that teachers want to improve themselves and that they have a desire for and a need for full participation in the affairs of the school. It would also assume that teachers have a need for consultation as Holdaway and Millikan (1970) have demonstrated. And, the system would assume as well that change is a process associated with individuals more than simply with an event (Eastcott and Hall: 1980). Such a system would require a commitment from teachers and their active involvement in the analysis of teaching, either in individual work with a supervisor, as Goldhammer (1969) and Cogan (1973) have suggested, or in guided self-assessment and management as proposed by Dalton and Krajewski (1975), Goens and Lange (1975), Agostino and Burrett (1978), or in peer teaching or supervision as well, as proposed by Angius (1975), Alfonso (1977), McGee and Eaker (1977), Holdaway and Millikan (1980), and Cruickshank and Applegate (1981). The system would also require a team approach which combines diversified talents and efforts (Alfonso, Firth and Neville, 1975:36) and a closer liaison between schools, school systems and universities than there has been in the past, as described recently in a series of articles in the April 1981 issue of Educational Leadership and, before that, in the February 1975 issue of the same publication. This communication and co-operation between universities and schools need not to be limited by geographical distances because a system of dialogue and feedback for the improvement of teaching and supervision may be maintained effectively, albeit with some frustration, through a system of teleconference for pre-service programs (Kirman and Goldberg: 1979) and for in-service programs (Murphy: 1969) (Cameron: 1969)

(Henrie and Whitford: 1972). Finally, the system must assume that the principal should play an expanded role in supervision and professional development for teachers (MacKay: 1971) (Groom, McDaniels and Fryer: 1977) (Huge: 1977) (Smyth: 1980a) (Smyth: 1980b) (Smyth: 1980c).

In summary, current theories and proposals for supervisory effectiveness seem to say that:

1. we need a better rationalized concept and an acceptable model for supervision, and, therefore, a clarification of the function of the supervisor;
2. we need a co-operative, objective, and systematic system of supervision of instruction, a system which focuses on the analysis of teaching and provides professional development activities for all teachers at the school and classroom levels;
3. we need to improve the leadership skills and the credibility of the supervisor through improved knowledge and skills in the areas of effective teaching, observation and analysis of teaching, and interactive and helping skills;
4. we need a system of supervision which is dynamic, on-going, and based on a professional commitment of both the supervisor and the teacher to work together toward the improvement of instruction and meeting accountability needs;
5. we need a system of supervision wherein the principal plays a prominent part as educational leader.

The next and final section in this review of literature will look at clinical supervision as a possible alternative in meeting the above needs.

Clinical Supervision

This section will deal with the origin of clinical supervision, its definition, its major characteristics, with an assessment in current literature of its potential as an alternative for supervision, with a review of research and, finally, with the role of the school principal as a clinical supervisor.

Origin of Clinical Supervision

It was concerns about the concept and the process of supervision and perceptions about it such as those described above that led Morris Cogan (1973), Robert Goldhammer (1969), and their associates in the Master of Arts in Teaching Program at Harvard in the late 50's and early 60's to develop the supervision model which is now known as clinical supervision. As Reavis (1978a:10) puts it,

> The basic problem appeared to be that the supervisors were providing information and suggestions on problems they themselves were concerned with but not on the problems the graduate students were experiencing in their beginning teaching assignments.

According to Cogan (1973:6), "clinical supervision was born out of great travail, and the pain of the process was shared by many supervising teachers, student teachers, and university professors". It was because of these frustrations that evaluation feedback from students was collected and evaluated systematically each year and it was from this feedback that useful practices were put together as basic guidelines. Cogan (1973:6) then goes on to say that

> Supervisors began to team up with students, working more intensively for longer periods of time in more sustained sequences of planning, observation, and analysis. The post-teaching conferences became a careful study of the observation data - a quest for the meaning of what had happened in the classroom.

From these efforts evolved some of the key foundations of the model - the multi-step sequence, observation systems, pattern analysis - and the key foundation of the concept, the fact that teachers became inducted "not only in teaching and the analysis of teaching but also into the practice of supervision" (Cogan, 1973:7). And, since that time, as Cogan (1973:8) claims, "clinical supervision has continued to be adopted and adapted". However, the rapidity with which this bit of sucess was adopted in other universities and school systems and the rate at which it found its way into the literature became a matter of time and perceptions. Goldhammer wrote in 1969 that clinical supervision as a discipline was in its adolescence. Eight years later, Denham (1977: 33-34) felt that this view appeared to be overly optimistic because of the limited amount of clinical supervision literature since Goldhammer, and because no research had "been conducted specifically to assess how much (or whether) clinical supervision really improves instruction". She did concede that "clinical supervision, however, recently has emerged as a potential tool for real instructional improvement". One year earlier, Reavis (1976:363) had written that "only clinical supervision has been been developed for more than a decade and is supported by a substantial body of literature and research". In his opinion, "after ten years, the time of clinical supervision has arrived". In the same year, Krajewski (1976:1) wrote that "yet, clinical supervision remains largely in the womb". Reavis (1978:580) wrote later that "clinical supervision has grown to a movement". And, in one of the latest publications on the subject, Goldhammer, Anderson, and Krajewski (1980: 198) wrote that "clinical supervision is neither passe nor dormant... but... at the present time (it) remains like music heard from a room far away". Yet, as will be seen later, clinical supervision does remain a promising alternative in supervision in the eyes of many.

Definition of Clinical Supervision

According to Cogan (1973:9)

> Clinical supervision may therefore be defined as the rationale and practice designed to improve the teacher's classroom performance. It takes its principle data from the events of the classroom. The

> analysis of these data and the relationship between teacher and supervisor form the basis of the program, procedures, and strategies designed to improve the students' learning by improving the teacher's classroom behavior.

He distinguishes between this in-class focus upon the improvement of instruction and general supervision which, in his opinion,

> denotes activities like the writing and revision of curriculum, the preparation of units and materials of instruction, the development of processes and instruments for reporting to parents, and such broad concerns as the evaluation of the total educational program.

Of the word 'clinical', he says that "(it) was selected precisely to draw attention to the emphasis placed upon classroom observation, analysis of in-class events, and the focus on the teacher's and students' in-class behavior". And, of the opposition from his colleagues to the word 'clinical', he says

> The author stuck to his guns, perhaps ill-advisedly, and countered by citing 'Webster's Third New International Dictionary' to the effect that clinical also means 'of, relating to, or conducted in or as if in a clinic...' and 'involving or depending upon direct observation...'. The reference to dependence on direct observation seemed to catch exactly one of the distinguishing characteristics of clinical supervision. The dictionary further supported arguments for the appropriateness of 'clinical' by referring to 'the presentation, analysis, and treatment of actual cases and concrete problems in some special field'.

Goldhammer (1969:54-55) says that clinical supervision refers to "face-to-face relationships between supervisors and teachers" and that "(it) is meant to imply supervision up close". He goes on to say

> The term should also denote supervision of actual professional practice, of actual behavior. What the teacher 'does' is central in clinical supervision, of which one hallmark is that the supervisor is an observer in the classroom and that the observational data he collects represent the principle foci of subsequent analyses. A condition of intimacy is implied by this description... The supervisor we envisage is intended to increase

> the teacher's incentive and skills for self-supervision and for supervising their professional colleagues. It is additionally intended to become progressively more useful as teachers become increasingly capable of employing it creatively.

Another perception of clinical supervision is that of Wilhems (1973:30). He suggests that clinical supervision is "not so much 'supervision in a new key' as it is traditional supervision with full orchestration and with every instrument finely tuned". Krajewski (1976a:21) disagrees and sees "only a remote resemblance between the two". He goes on to describe how "clinical supervision views the process of supervision so dramatically differently" and, therefore, has "the potential to change the practice of supervision substantially". Radically different assumptions in clinical supervision include the view that

> supervision is a process for which teachers and supervisors are both responsible; the focus of supervision is on teacher strength; that given the right climate teachers are willing and able to improve; that teachers have large reservoirs of talent - often unused; and that teachers want to increase competencies and to be successful... In practice, clinical supervision requires a much more intensive relationship between supervisor and teacher than that found in traditional supervision, first in the establishment of colleagueship, and then in the articulation of colleagueship through the cycle of supervision.

Reavis (1978a:10) has compared the two approaches as follows:

> Clinical supervision emphasizes teacher growth; traditional in-class supervision emphasizes teacher defects. Clinical supervision is a five-step process that aims at helping the teacher... develop solutions with the aid of the supervisor. Traditional supervision all too often casts the supervisor in the role of a superior telling the teacher what needs to be changed and how to change it. Clinical supervision tends to produce a self-directed teacher; Traditional supervision tends to produce an other-directed teacher.

Sullivan (1980:6) notes that clinical supervision shows evidence of the co-operative efforts that charaterized the 1950's. She says that

> The significant way in which clinical supervision differs from the previous supervisory approaches is in its content. It is historically and substantially unusual because of its emphasis on analysis rather than inspection and its presentation of a model rather than the smorgasbord of lists, charts, tables, and examples which so often occur in supervision literature.

She then goes on to summarize the basic assumption of clinical supervision that teaching is behavior, observable behavior, that the behavior of teachers and students is 'patterned', that teaching can be studied by classification and analysis, that teaching behavior can be understood and controlled, and that, therefore, instructional improvement can be achieved by controlling - changing or modifying - certain behaviors. This requires a supervisor-supervisee relationship which is one of mutuality. The supervisor's task is to secure commitment of teachers, to improve and to increase their freedom to act self-sufficiently in the classroom.

Most other definitions such as those of Weller (1971:15), Flanders (1976:47-48), and Sergiovanni and Starratt (1979:305) tend to agree that clinical supervision offers an approach and a set of values of its own and tend to describe it in terms of the basic assumptions of Cogan (1973) and Goldhammer (1969), the only two authors so far to offer a complete text exclusively on clinical supervision. Both support the multi-step cycle and the same basic assumptions about clinical supervision, Goldhammer perhaps more from the "special methods" or 'model' point of view, and Cogan perhaps more from the "roles and functions" or 'concept' point of view.

Characteristics of Clinical Supervision

No comprehensive list of characteristics can be found in either Cogan or Goldhammer. What follows is what 'appears' to be the most salient points made in the original text by Cogan (1973) and by Goldhammer (1969). Most of the characteristics are identified first in Cogan (1973) and then cross-referenced in Goldhammer (1969) or in the later edition of Goldhammer, Anderson and Krajewski (1980) whenever possible. The characteristics are listed under two general headings - what is called the clinical supervision 'model' and what might be called the 'concept' of clinical supervision.

The Model

What characterizes the model is its multi-step approach to classroom observation or what Cogan (1973:10) refers to as the "cycle of supervision" or what Goldhammer (1969:56) calls the "sequence of supervision". Cogan's cycle has eight "phases" and Goldhammer's sequence has five "stages". Others have shown from four to eight steps but, as Reavis (1978:580) points out, "the dominant pattern that has emerged for clinical supervision appears to be the five-step process proposed by Goldhammer". They are as follows:

1. pre-observation conference

   The main purposes of this stage are to:

   a) develop a collegial working relationship between the supervisor and the teacher;
   b) plan and discuss the objectives of the lesson to be taught and the instructional strategies to be used; and
   c) define what is to be observed and how it is to be observed.

   (Cogan, 1973:10-11;88-133) (Goldhammer, 1969:57-61;78-83)

   Cogan has three steps in this stage in order to emphasize the need to establish a proper supervisor-teacher relationship, the need to plan with the teacher, and the need to plan an appropriate strategy for observation.

2. observation

   In-class observation by the supervisor with the use of verbatim recording or data collection systems in order to be more objective and systematic in recording teacher-pupil interaction or the teaching learning process. (Cogan, 1973:11;134-163) (Goldhammer, 1969:61-63;83-91)

3. analysis and strategy
   Analysis of the observed data by the supervisor in order to identify 'recurring patterns', and summary and presentation of this data in a manner that will facilitate the active participation of the teacher in the post-observation conference. (Cogan, 1973: 11-12;164-195) (Goldhammer, 1969:63-67;93-167)
   Cogan has two steps in this stage in order to stress the need for analysis and the need to plan an appropriate strategy for the conference.

4. supervision conference
   A face-to-face conference between the supervisor and the teacher in order to analyze the agreed upon pupil-teacher behaviors in terms of learning outcomes for the students. Also an opportunity to plan for necessary changes in strategies and need for follow-up. (Cogan, 1973:12;196-216) (Goldhammer, 1969:67-70;169-272)

5. post-conference analysis (nicknamed the post-mortem)
   Analysis of the supervision cycle by the supervisor and the teacher, either individually or jointly, in order to assess the value of the supervision cycle, the roles of the supervisor and the teacher, the relationship in the supervision cycle, and the need for follow-up activities. (Cogan, 1973:12;216-221) (Goldhammer, 1969:70-72;273-280)

Of the various phases, Cogan (1973:21) says that "one might best describe the essential nature of clinical supervision by saying that its effectiveness depends on the interconnection and the interdependence of all its parts". In the same vain, Goldhammer (1969:67) says that "all roads lead to the conference".

The Concept

1. Supervision which emphasizes improvement of instruction rather than evaluation of teachers. (Cogan, 1973:63-64) (Goldhammer, Anderson and Krajewski, 1980:187)

2. A supervision process where teachers become participants in supervision and the analysis of teaching rather than being the object of it. (Cogan, 1973:69) (Goldhammer, 1969:64;69)

3. A working relationship and supervision process that enables the teacher to share equal responsibility for the design of changes to be made in teaching, a goal which is achieved when the teacher knows why he/she is changing his/her behavior, wants to change it, and derives professional satisfaction from doing so. (Cogan, 1973: 58) (Goldhammer, 1969:56;63)

4. A trusting and collegial relationship between two equals, two professionals with different competences, one a supervisor who is highly competent in observation, the analysis of teaching, and the processes connected with the cycle of supervision, and the other, a teacher who is more competent in knowledge of curriculum, his/her students, and their learning characteristics. (Cogan, 1973: 67-68;78-86) (Goldhammer, Anderson and Krajewski, 1980:187-188)

5. Detailed, in-depth objective and systematic in-class observation of teaching which forms the principle focus for subsequent analysis and conferences. (Goldhammer, 1969:54) (Cogan, 1973:150-163)

6. Supervision which is intended not only for beginning teachers but for all teachers as a continuation of their professional education. (Cogan, 1973:21) (Goldhammer, Anderson and Krajewski, 1980:47)

7. Supervision which ensures continuity of learning for the teacher and postulates the necessity for sequences of supervision according to the teacher's needs. (Cogan, 1973:29-30) (Goldhammer, 1969:67)

8. Use of a systematic multi-step cycle of supervision which includes a) pre-observation conference, b) classroom observation, c) analysis of observations, d) post-observation conference, and e) post-conference analysis and follow-up. (Cogan, 1973:10-13) (Goldhammer, 1969:56-72)

9. Supervision which relates the analysis of teaching to the theory of effective teaching. (Cogan, 1973:95-96) (Goldhammer, Anderson and Krajewski, 1980:49)

Review of Research in Clinical Supervision

The following summary is based on previous reviews of research by Weller (1971), Mosher and Purpel (1972), Reavis (1977), Reavis (1978), Smyth (1978), Sullivan (1980), Goldhammer, Anderson and Krajewski (1980), an ERIC Search, and a search of dissertation abstracts. Following is a brief report of related general research, research directed specifically at clinical supervision will be summarized by areas relating to the supervisor/administrator, the teacher, the student, the model itself, and analysis systems.

Some general supervision research appears to support the basic assumptions of clinical supervision. For example, studies by Blumberg and his Associates and reported above have demonstrated that an indirect and supportive behavior style is preferred by teachers and is more effective. Gordon (1976) also has shown that teachers perceive supervisors as being more effective when they are supportive. Parsons (1971) has shown that closeness is also a factor in supervisory effectiveness. Edgar (1972) reported that a high affect relationship between beginning teachers and their supervisor promotes greater autonomous attitudes and Squires (1978) reported that the more a supervisee becomes autonomous, the more the relationship with the supervisor resembles that of colleagues. Lanning (1971) found that more than half the variance in how counsellor trainees expected to be perceived by their clients was accounted for by knowing how they perceived their supervisor. Herrick (1977) noted that the initial anxiety of supervisees about evaluation diminishes when they find that supervision meets their needs for professional growth and has value for their work with others. And, James (1971) has demonstrated the value of self-confrontation and self-evaluation through videotaped feedback of a student teacher's classroom behavior in developing inductive-indirect teaching strategies.

Research which deals specifically with clinical supervision may be summarized as follows:

The Supervisor/Administrator

1. Supervisors preferred the indirective and practical approach of the clinical supervision model. (Bloom: 1971)
2. Administrators were significantly more supportive of the assumptions and procedures of clinical supervision in comparison with traditional

forms of supervision; they tended to agree more strongly with the assumptions and procedures of clinical supervision than did the teachers. (Eaker: 1972)

3. Supervisors were significantly more accepting of teacher ideas and more inclined to seek teacher opinions (not significant). (Reavis: 1977)

4. The supervisory perceptions of six graduate student supervisors were modified as a result of training in clinical supervision. They were found to become more aware of their own role complexity and developed more accurate perceptions of the reality of the classroom world of the teacher. (Cook: 1976)

5. The two Weller pedagogical moves of structuring and reacting were found to be significant and positively correlated with the supervisor's decisiveness. Conversely, responding moves were significant and negatively correlated with self-awareness. (Pierce: 1975)

6. There appeared to be no significant relationship between the leadership behavior of educational supervisors as measured by the L.B.D.Q. and their behavior during the supervisory conference of clinical supervision as perceived by teachers and measured by the Blumberg and Amidon Teacher Perceptions of Supervisor-teacher Interaction Scale. (Witt: 1977)

The Teacher

1. Teachers displayed a decided preference for the clinical supervision model. (Bloom: 1971)

2. Most teachers agreed with the basic assumptions of clinical supervision (significant); teachers tended to agree more with the assumptions of clinical supervision than with the actual procedures. (Eaker: 1972)

3. Teachers favored clinical supervision in "communication" (significant), "conferences", "observations", "suggestions for improvement", "self-perception" (significant), and "supervisor helpfulness"; traditional supervision was not preferred in any of the six categories studied. (Reavis: 1977)

4. The interpersonal aspects of the clinical supervision model of supervision were more important than pedagogical aspects in determining the perceptions of the quality of the supervision experience for interns and supervisors in psychiatry. (Nash: 1975)

5. Teachers approved of evaluation directed at the improvement of instruction which they enter as respected professionals rather than as workers fearing for their positions. (Zelenak and Snider: 1974)

6. After training in clinical supervision, teachers felt that a peer/grass-roots approach to supervision is a positive direction. (Hall: 1974)

7. The conditions of openness in clinical supervision contributed at least in part to an intern teacher's overall development. It had a positive effect on her attitude and on her ability to analyze her classroom teaching behavior. (Zonca: 1972)

8. Teachers who were involved in clinical supervision
   a. developed more positive attitudes towards themselves and their profession and were more open to their own experiences than those not receiving clinical supervision. (Shuma: 1973) (Krajewski: 1976 - not significant) Significant changes in perceptions occurred in their students with significant improvements noted in such areas as "organization of tasks", "congruity of pupil and teacher objectives", and "teacher's response to pupil communications". (Shuma: 1973)

   b. effected significant changes in behavior in the form of less lecturing and increased teacher direction (Coffey: 1976)

   c. were significantly more indirect, less talkative, used praise more frequently, and were more accepting of student ideas. Their students rated them higher on "beginning of the lesson", "clarity of presentation", "pupil participation and attention", "ending of the lesson", and "teacher-pupil rapport" than those teachers who did not receive clinical supervision. (Krajewski: 1976)

   d. showed a much more pronounced tendency to be able to effect desired behavior changes than teachers who received no supervision of any type (Garman: 1971)

   e. became more internally controlled as a result of peer supervision (Armstrong and Ladd: 1975)

   f. agreed with the identified components and assumptions of the clinical supervision model. The more open-minded the teacher, the greater the willingness was to engage in direct two-way communication with the supervisor. Teachers were able to move from direct to indirect teaching patterns regardless of high or low dogmatism scores. (T. Kerr: 1976)

   g. became aware of their instructional processes and, as a result, were able to select instructional processes needed to implement chosen elements of instruction in their reading program (B.J. Kerr: 1976)

   h. were receptive to the utilization of the videotaping component during the clinical supervisory process. They believed that the portfolio of artifacts development, utilization, and analysis provided additional evidence with which to understand and clarify one's platform in use. (Hoffman: 1978)

Students

Although students appear to react favorably to teachers who are involved in clinical supervision and to rate their teachers more favorably, there appears to be no research to determine the impact of clinical supervision on pupil achievement, emotional growth, and study habits.

The Model

1. Clinical supervision alone was just as effective as clinical supervision used in conjunction with the potentially powerful immediate secondary enforcement strategy as a tool to effect changes in teacher behaviors. (Skarak: 1973)

2. Goldhammer's contentions that feedback and conference problems may arise from the supervisor's inability to record classroom perceptions properly and neglecting to formulate specific evaluation criteria for teacher behavior were confirmed. Goldhammer's emphasis on rapport as an essential element in supervisory relationships was also supported. (Turner: 1976)

3. The picture of the classroom yielded by the observation system was in some conflict with what the teachers either thought was happening or wished to be happening. Changes were made to reduce the conflict. (Aubrecht: 1976)

4. There was a significant difference between a group of teachers and supervisors who were exposed to clinical supervision and the control group in their amount of supervision over the period studied. Extensive time is required to prepare clinical supervisors with skills in data recording and data analysis. Lack of time was found to be the greatest impediment to the practice of clinical supervision. (Arbucci: 1978)

5. The clinical-supervisory technique in the high school setting seemed to indicate that the supervisor's strategy - its adjunctive components of videotape and portfolio artifacts and its objective of evoking reflection behavior - can be used under favorable conditions with teachers who are interested in improving their classroom behavior. Dilemmas between the teacher's espoused platforms and platforms in-use were discovered. (Hoffman: 1978)

6. The theoretical framework of clinical supervision provides a beginning point for listing competencies for the clinical supervision process. The author suggests that the widespread practice of clinical supervision has not yet come to pass because of a) the complexity of the process, b) the fact that competencies required for its performance have not been clearly identified, and c) the sparseness of literature in the area. (Mattaliano: 1977)

7. Development or adoption of an individual's analytic processes appear to result from learning new sets of conventions related to a given setting rather than from studying the process of analysis per se. The individual retains his own unique analytic style by integrating new conventions with his old ways of analysis. (Mershon: 1972)

8. Positive changes occurred in teachers' and principals' perceptions regarding the practice of observation, conferencing, and general supervisory practices following their exposure to clinical supervision. (Snyder: 1978)

Analysis Systems

Although a multi-volume anthology of pupil-teacher interaction category systems has been published by Simon and Boyer (1970), "there has been relatively little interest in or energy expanded on trying systematically to understand the interactive world of the supervisor and the teacher" (Blumberg, 1979:29). Weller (1971:134) adds that "one of the major problems facing supervisory research is the lack of valid, reliable, and practical research instruments". A brief description of the few which have been reported are given here with a brief summary of the research undertaken with each.

1. *A System for Analyzing Supervisor-Teacher Interaction* was developed by Blumberg (1974:92-101) to analyze supervisor-teacher interaction. Although not specifically designed for clinical supervision, it has influenced the subsequent development by others of instruments for the analysis of clinical supervision. It is based on the Flanders model (1960) for analyzing classroom interaction. It features

fifteen categories of behavior, ten devoted to the behavior of the supervisor, four to the teacher, and one to silence or confusion. Blumberg (1974:103-110) used the instrument to analyze tape recordings of fifty conferences and reported, for example, that supervisors talked 45% of the time, gave information slightly more than five times as often as they asked for it, tended to be more direct than indirect by a ratio of .65, etc.

2. *The Multidimensional Observation System for the Analysis of Interaction in Clinical Supervision* (M.O.S.A.I.C.S.) was developed by Weller (1971:134-142) to focus specifically on the objectives and practices of clinical supervision. It was tested in a longitudinal study of five supervisory groups in the Science Department of the Harvard-Newton Summer School where very different conference patterns were found to exist for supervisors at elementary and secondary schools. Weller advises that it "appears to be a potentially useful and comprehensive research instrument, moderately practical and efficient in terms of the amount and type of data produced". (p. 142)

3. *The Supervisor-Teacher Analogous Category System* (S.T.A.C.S.) was developed by Thorlacius (1980) to analyze supervisor-teacher interaction and to provide "good objective data... (rather than) typical visceral reactions or value judgements" (p. 79) in the analysis of conference videotapes for training of supervisors in clinical supervision. The system is based on the principle of Ober's Reciprocal Category System. Blumber's fifteen categories have been expanded to nine for the supervisor, nine for the teacher and one for silence in order to place "high value on the active

participation of both supervisor and supervisee" (p. 80), and the basis for its interperson dynamics concept that direct behavior is "binding" and indirect behavior is "freeing" is founded on Blumberg and Amidon's behavioral styles theory. No research is reported with the use of this system.

4. *The Conference Category System* (C.C.S.) was designed by Kindsvatter and Wilen (1981) as a "systematic and practical approach for supervisors to use in identifying and analyzing their conference-related behaviors". (p. 525) It provides data in categories related to the goals of the conference. It focusses on nine skills which are said to be most important in successful conferences. It can be applied using a shared-analysis or self-analysis approach ideally in conjunction with video or audio recording. The authors claim that "it is most useful as an awareness-raising device and as a source of information". (p. 528) No research is reported on its use.

5. *The Collaborative Instructional Improvement Process* is a five-step process which was developed by Mangieri and Williams (1981) as "a communications-facilitating process that enables the supervisor and a colleague to sit down together, identify problems, delineate action strategies and responsibilities, specify time constraints, and establish an evaluations design". (p. 535) It is described as a practitioner's tool. The authors report that it has been used effectively in many school districts but no research is reported.

In summary, to use the words of Sullivan (1980:22),

> Taken together, these studies yield some findings in support of the clinical supervision model. There is evidence which points to

> validation of the model... and indications that the model's tenets and processes are compatible with the desires of teachers and administrators.

She cautions, however, that no general conclusions can be drawn from the available research and she advocates more and improved research. Denham (1977:36-37) also advocates the need for more research. In her opinion, there is a need to validate clinical supervision in terms of student outcomes. Reavis (1978:581) agrees and says that "the bottom line in supervision is, of course, changed teacher behavior and ultimately improved pupil learning".

An Assessment of Clinical Supervision in Current Literature

To reinforce what has been said earlier about the need for alternatives in supervision, Cogan (1976:4) describes a set of three forces which have helped shape the development of clinical supervision. The first is the "salient and debilitating inadequacies in the pre-service education of teachers". The second is "the underdeveloped state of the practice of supervision in schools...". The third is the need for "a rationale for the professional practitioners". He goes on to conclude that there is a "need for a supervision powerful enough to transmute both pre-service education and in-service education into a process of genuine professionalization for the teacher". In his view, this will be achieved through clinical supervisors who have responsibility for the teacher's lifelong program of professional development. To those who believe that clinical supervision is too labor intensive and too costly, Krajewski (1977:14) says that "instructional supervision is in great need of implementation. The cost of its neglect is simply too great." Strachan (1981:1) notes that clinical supervision "has been attracting growing attention since its inception...". She writes that in her study both teachers and supervisors reported positive feelings toward clinical supervision as a form of professional development. However, she adds that

> convincing teachers of the utility of classroom observation and the potential for improving teaching would seem to reside largely with the persuasive powers of other practitioners who have had positive experiences.

Smyth (1979) has called it "a reality centered mode of in-service education". Weller (1971:16) says that "clinical supervision... is operationally defined, well examplified in practice, and considered by many educators to reflect the criterion of 'best existing practice'". He points out that clinical supervision is not necessarily remedial and that it can and should be a continual factor in every teacher's professional education. Twa (1980:92) is of the opinion that

> clinical supervision based on the Cogan (1973) model has become widely accepted throughout the North American continent. Although the names of some of the programs may not indicate it, a close examination will reveal that they follow the clinical supervision model.

Reavis (1976:363) has called clinical supervision "A Timely Approach". He says that

> clinical supervision meets or exceeds expectations in the evaluation of instruction... (it) has the potential to accomplish what all evaluation attempts - to improve the quality of instruction provided to children.

He (Reavis: 1977) reports that "on the basis of research conducted to date, teachers favor clinical supervision". Reavis (1978a:45) adds that "taken as a whole, the studies affirm clinical supervision as a positive and beneficial model for the improvement of instruction". Wilhems (1973) quips that "clinical supervision is a system of supervision with enough weight to have impact and with the precision to hit the target". Krajewski (1977:4) "believes that clinical supervision is one means of meeting the challenge of instructional improvement". He (Krajewski, 1976:58) adds that "clinical supervision can enhance teacher guided self-improvement". Melnik and Sheehan (1976:67) report that clinical supervision can help university teachers as well in the improvement of their teaching. Mosher (1972:23) reports that clinical supervision can be used effectively with experienced as well as inexperienced teachers as had been shown in the Harvard programs. He notes that

> Clearly, the procedures outlined in this paper can be used to evaluate teachers. As clinical supervision has developed, however, it has moved away from emphasis on evaluation to analysis of teaching materials and practice.

Lerch (1980:240) calls clinical supervision "the optimal approach to supervision". He writes that

> Clinical supervision by no means provides a panacea to all instructional ills that prevail, but to cast it off as unimportant and worthless will deprive the supervisor of a tool which may truly help improve instruction.

Snyder (1981:524) believes that "as a coaching system (clinical supervision) has the potential for catapulting schools into a new set of standards for excellence". However, a "pre-occupation with evaluation" and an emphasis on "inspection supervision" during the 1980's "could shape clinical supervision (CS) into little more than a refined teacher inspection technology unless educators embrace a comprehensive teacher development system". (p. 521)

However, according to Sergiovanni (1976:21),

> The development of clinical supervision is not without its problems. It some respects, clinical supervision represents a closed loop

> pattern of activities or procedures which a handful of writers say is clinical supervision. I believe that at present clinical supervision is too closely associated with a work flow - a pattern of action, and not associated enough with a set of concepts from which a variety of patterns could be generated.

Ebersole (1980), past president of ASCD, wrote in the forward to a recent "state of the art review" by Sullivan (1980) that

> Clinical supervision would seem to have great potential for improvement of education. Its focus is the classroom, it deals directly with the processes of teaching and learning, and its tenets are in accord with the principles of enlightened human behavior.
>
> The potential is there, but it would not be accurate to say that clinical supervision has as yet made much of a contribution, or that it necessarily will. For the truth is that the thoroughly professional process described in the literature is found infrequently in practice.

Mosher and Purpel (1972:110-111) see clinical supervision as "a practical way to modify the deficiencies of formal curriculum and instruction...". They believe that it is vulnerable, however, because "it chooses to concern itself with the practice of instruction, a form of behavior which is exceedingly complex and imperfectly understood". However, in the final analysis, they believe that "a decade of practice, some attempt to conceptualize clinical supervision and considerable experience suggest that this method of instructing teachers 'does' make a difference". From his perspective, Smyth (1981a:17-18) believes that the climate for the acceptance of clinical supervision as a form of school-based staff development is probably more favorable now than at any other time. However, he sees one severe limitation in clinical supervision - "its inherent reliance on participant intuition and experience as the major source of new ideas". He explains that

> Although there is evidence to suggest that the model is moderately successful in promoting collaborative introspection, feelings of well-being, as well as improved interpersonal, observational and

> analytical skills relating to teaching... there is little to substantiate the claim that clinical supervision, as a process, enhances levels of pupil learning.

He suggests that to introspection in the classroom should be added a sound knowledge of alternative teaching strategies relating to desired pupil outcomes. Such an approach of addressing the question of "what is good teaching" was devised by Housego, Grimmett and Watkins (1979) in an "innovative course" to train sponsor teachers for the supervision of student teachers. The analysis of teaching is combined with the clinical approach to supervision because it is considered "the most viable vehicle". (p. 40) The approach is called clinical-analytic supervision, the purpose of which

> is not merely to develop sponsor teacher competency in the analysis of teaching; rather it is to furnish the supervisor with the skills to transfer the analytic competency, once it has been thoroughly acquired and internalized, to the supervisee so as to facilitate long-term growth where he or she no longer needs the intervention of another party to analyze instructional performance.

In her brief but comprehensive critical review of the "state of the art" of clinical supervision, Sullivan (1980:24-39) analyzes the strengths and weaknesses of clinical supervision. Regarding the adequacies and inadequacies within the design of clinical supervision model, she writes that

> ... It is a humane approach which appeals to the values of many. Presentation of the design of clinical supervision - especially the cycle and roles - is clear in its general outline.
>
> The surface clarity and specificity of the design, in many instances, does not withstand close scrutiny. Content of phases within the cycle and ways of resolving role conflict need specification. In the process initiation, the model is too simplistic as it fails to allow for the heterogeneity of teachers. The relationships among phases within the cycle are not described. The intended benefits lack definition. Overall, the model seems to lack clarification of content and specification of limitations. (p. 29)

On the point of whether the model is presently or potentially applicable to schools, she is of the opinion that

> Thus, it appears that clinical supervision has great potential to be useful in the schools, but in its current state, it is not readily applicable primarily because of its costs in time, money, and personnel; its exclusion of evaluation; and its separation of administration and supervision. If the model can be modified to meet these realities without sacrificing its own internal consistency, then clinical supervision may be of high utility to the practitioner. (p. 33)

Sullivan (1980) goes on to note that the number of reported variations with the model is small and regarding the relationship between clinical supervision and planned change, she suggests that

> It appears that the aspects of clinical supervision which might foster the change process are the in-class setting, the colleagueship, and the initiation of the clinical cycle by the teacher. There is within the model the potential for the supervisor to serve as change agent or interventionist through specific activities. The exclusion of out of class considerations and the potential of narrowing all interest to the individual upon whom the cycle is focussed are aspects of clinical supervision which are not compatible with the change process. Thus, clinical supervision may be useful in limited ways to individuals promoting planned change. It is not a complete approach to planned change. (p. 38).

She believes that "what is done in practice compares unfavorably with what was prognosticated" in Goldhammer's first major book on clinical supervision. And, in terms of implications for the future, Sullivan (1980) believes that clinical supervision has potential in two current areas of educational concern. First, she believes that

> The clinical supervision model appears to have the potential to alleviate low morale by making teaching a less isolated venture (through colleagueship with supervisor) and by partitioning seemingly overwhelming goals for instructional improvement into specific targets identified by the teacher. (p. 41)

Second, she believes that "career planning" is another area worthy of future examination because "the specificity of the roles in clinical supervision would enable one to decide on, plan for, and have a career in supervision that is more than a job obtained through luck or politics".

Harris (1976) also has had a critical look at clinical supervision and suggests that although it continues to gain support in practice and through research reports, it may in its present state of development have only limited utility because of seriously limiting conditions in many areas in which supervisory personnel must work. Among these limitations, he notes time constraints, organizational structures, and personal limitations. He suggests that

> To the extent that clinical supervision becomes too restricted in its use of alternative practices, too reliant upon a counselling relationship, or too oblivious of the organizational realities of teaching in schools; to that extent, the strategy will be limited in its effective application.

He then goes on to suggest alternative practices such as intervisitations and demonstrations, group discussions, role playing, and film viewing. Relating to the fact that clinical supervision is labor intensive in nature, Smyth (1981a:18) notes with Jackson (1971) that "if we really want teacher improvement, we may have to pay the price" and then argues with Wood and Thompson (1980) that "the ratio of staff developers (inclusive of school people and outsiders) to teachers in the U.S.A. could be as favorable as one to eight. But, as Brandt (1981:515) suggests, some supervisors are being declared expandable because of increasingly tight budgets with the results that "most official supervision must be done by line administrators expected to be helpers 'and' evaluators". On this topic, Goldhammer, Anderson and Krajewski (1980:23-24) offer the opinion that

> We think that supervisors have too long been misled into believing that they could keep profitably busy without spending too much time in classrooms. If this seems a harsh criticism, let the reader consult the usual textbook to see how many pages deal with classroom-based involvement.

The other side of this argument is advanced by Mosher and Purpel (1972: 27). They claim that

> However, the management of schools is apparently so demanding that it typically does not allow school-based supervisors to expend significant energy on improving instruction.

The reality of things, however, is that supervision is time consuming and Cohen (1978:18) reports that her study

> ... has confirmed that good systematic observation is costly in time and effort. It indicates that choices will have to be made as to who, when, and what to supervise. Not all teachers will be able to be supervised for self-help at all times, for all teaching behaviors.

Suggestions to overcome the pressure of time are few. On the preventive side, one must assume that the general supervision function of better management of "situational variables" can play a significant role in teacher effectiveness" (Ratsoy, 1971:39) and, therefore, in the amount of time required for classroom observation and clinical supervision. From a developmental point of view, Burke (1977:29) suggests that "the technique and methodology of 'management by objectives' (M.B.O.) can be of great value in improving the nature and rate of application of clinical supervision". Sergiovanni (1980:4) adds the reminder that "planning and time management are keys to effective educational leadership". He suggests that administrators must establish priorities carefully because "by treating all activities the same, the vital-few activities are slighted and the trivial-many get administrative attention beyond their worth in effectiveness in the school". And, while some go to the extent of suggesting 'clinical supervisors' (Kline and Dale: 1975) or 'resident clinical supervisors' (Riechard: 1976) in order to ensure that the model be properly applied and that more teachers may benefit, others advocate peer supervision under the leadership of the principal in order to increase teacher involvement and to maximize the benefits for as many teachers as possible (Johnston: 1978) (Brandt: 1981). McGee and Eaker (1977:28) propose that

> supervision is an instructional process which is best done when one's peers are involved... by combining a clinical model of supervision with a team teaching model, it may be possible to make a significant move toward those illusive goals of effective collegial supervision and instructional improvement while at the same time keeping anxiety levels down.

Ellis, Smith, and Abbott (1979:422) reported that "teachers have a different attitude toward supervision when they have participated in a program of peer supervision". But, as Alfonso (1977) puts it, peer supervision has its limitations - it cannot be a substitute for formal organizationally directed supervision.

In terms of the future of clinical supervision, Shane and Weaver (1976:96) believe that clinical supervision affords educators a mechanism for meeting many future needs. They anticipate that

> The clinical supervision approach of the 1980's seems very likely to involve (1) in-service activities such as the development of teacher-teacher (or teacher-team) and teacher-pupil planning skills, (2) methodological observation of instruction, and (3) analysis of the apparent influence of teaching on learners.

In terms of the role of clinical supervision and change, Frymier (1976:40) believes that we must "rethink the logic of change and the nature of human motivation to see if we can uncover or generate a better fit between the two than seems in evidence today".

The mastery of necessary skills appears to be a key factor in the future of clinical supervision. McCleary (1976:30-31) suggests that

> no program for the training of supervisors, system for assessing the performance of supervisors, or strategy for the improvement of supervision can be undertaken without the specification of what supervisors must be able to do when they engage in the act of supervision.

He notes that clinical supervision "is only now being examined and cast in terms of training formats, into what can be called competency-based approaches in any formal sense". In the same vain, Krajewski (1976:65) says that "most supervisors today lack the necessary skills to adequately analyze teaching behavior in the classroom". He contends that "one of the main reasons for this is the fact that not many universities offer courses in clinical skills of analysis". Sergiovanni and Starratt (1979:25) refer to the three general areas of skills identified by Katz - technical skills, human skills, and conceptual skills. Flanders (1976:56) believes that "embedding the study of interaction analysis into a program of study and analysis could be helpful to supervisors". Skills in gathering and analyzing data will not only help make supervision more objective and systematic but, as Twa (1980:95) suggested,

> the more the supervisor and the supervisee focus upon data, the easier it is for them to maintain a co-operative and non-threatening relationship - one of the pre-requisites for success in the clinical supervision model.

Reavis (1978a:45) suggests that "mastery of the five steps, genuine colleagueship, and good communication skills" are essential for successful supervision. Teaching skills are of course required because of the common assumption that "a supervisor in order to be helpful must have a larger and deeper understanding of teaching than the persons he or she seeks to help". (Goldhammer, Anderson and Krajewski, 1980:78) And, the supervisor must know also how to use research on teaching effectively. Smyth (1981:4) foresees a scenario where

> researchers, teachers, and principals work collaboratively in classrooms, isolating questions worth exploring, collecting objective data that accurately reflects classroom occurence, and analyzing that data with a view to reaching informed decisions on whether or not to change.

Perhaps one of the most serious problems for clinical supervision in the future will be to reconcile the fact that "what is done in practice compares unfavorably with what was prognosticated". (Sullivan, 1980:39) Twa (1980:92) is of the opinion that

> Wide acceptance of the model, however, has not always been accompanied by a thorough knowledge of it. Some of the elements, it seems, have been emphasized, while others have not received the attention they deserve.

Weller (1971:17) agrees that "supervision ranges in practice over a broad continuum from non-directive to directive, supportive to high-pressured, and analytic to prescriptive. Figure 4 attempts to illustrate and to summarize this continuum of idealogy and practice in clinical supervision.

Another concern for the future, it seems, will be with implementation strategies. As Cogan (1973:88) has suggested, "the dangers of a quick induction into clinical supervision... are too well known...". Sufficient time must be found for the initial tasks of "the preparation of the teacher for clinical supervision". (Cogan, 1973: 88-103) Sufficient time must be found to introduce the supervisor as

Figure 4

Ideology and Practice Continuum in Clinical Supervision

Purists	Humanists	Technicians
Human Relations	Human Resources	Scientific Management
person-oriented	Psychological contract	organization-oriented
relation-oriented		task-oriented
teacher-centered	teaching-learning centered	supervisor-centered
non-directive		directive
freeing	eclectic	binding
verbatim recording	situational adaptation	observation system
individual concern		system concern

well to clinical supervision and some agreement must be found on "how to train people to be clinical supervisors". (Goldhammer, Anderson and Krajewski, 1980:207) As Cogan (1973:10) sees it,

> The competences needed by the clinical supervisor are generally too complex and too difficult to master in this fashion (textbook approach). For the very large majority of people, the professional competences of the practicing clinical supervisor must be learned in an extended program of preparation that includes a carefully planned and supervised practicum... .

To use an analogy by Weller (1971:17), "clinical supervisors learn to supervise and analyze supervision in the same way that the interns (teachers) learn to teach and analyze instruction".

In summary, then, it seems that, in the opinion of many, clinical supervision does appear to be a promising alternative. On the other hand, it still has many shortfalls and much more research is needed, especially where ultimately it should make a difference, that is, "improved pupil learning" (Reavis, 1978:581). In the meantime, some form of supervision is required and, as Sullivan (1980) puts it, some of clinical supervision's basic characteristics may relate favorably to some of the most consistent findings of research. She writes that

> General research, then, indicates that the supervisor who is close and supportive, is favored by teachers. Further, the way the supervisor is perceived affects the teacher's morale and the way the teacher expects to be perceived. These findings are compatible with the in-class and colleagueship components of clinical supervision. (p. 16)

She concludes, as others have, by stating that "clinical supervision is clearly not a panacea, but it does have promise for both the theoretician and the practitioner".

The Role of the Principal in Clinical Supervision

Aside from the few research reports mentioned above which point to the belief by teachers that principals should be involved in classroom supervision and to the belief that the principal is in the best position to supervise, there is very little in the literature about the role of the principal in clinical supervision. Nothing is said about the role of the principal in clinical supervision in the original texts by Cogan (1973) and Goldhammer (1969). By inference, one must assume that the role of the principal is not compatible with the function of clinical supervision as it was envisaged. The underlying assumption appears to be that the basic characteristics of trust and colleagueship are not possible in institutional hierarchies where the supervisor is an administrative evaluator which creates a "superior-subordinate relationship" (Cogan, 1973:58-71). It appears, however, that principals are indeed continuing to be involved in supervision. Quoting from author Bruce Joyce, Goldhammer, Anderson and Krajewski (1980:188) report that "principals and assistant principals... provide the bulk of instructional improvement efforts in schools". They add that

> Most principals and assistant principals are not trained to provide instructional improvement services - especially those under the purview of clinical supervision. Granted that the job description of a principal asserts that the principal should foremost be an instructional leader, his or her actual performance on the job does not reflect such leadership.

This appears to reflect the situation in Alberta as referred to earlier in Chapter I.

Sullivan (1980:32) sees a conflict here between the theory and practice. Noting that "the exclusion of evaluation in the current design (of clinical supervision) appears related to the requirement that administrators, particularly principals, not serve as clinical supervisors". She points out that, on the other hand, research shows that teachers believe that the principal should spend a considerable amount of his time in supervision and she believes that "the inclusion of evaluation (in clinical supervision) seems feasible from the philosophical viewpoint and attractive from a practical viewpoint". In her opinion, "clinical supervision might have high utility if modified so that those employed as principals could assume the role of clinical supervisors". She goes on to say that

> In order for there to be consistency with the philosophy and model of clinical supervision, the status differentials which exist in other relationships between principal and teacher would have to be set aside. While the principal and teacher might not be equals in many settings, in the exchange regarding the teacher's classroom performance and throughout the cycle of clinical supervision, the contribution of each must be equally important.
>
> Given this perspective, it seems that colleagueship would, in general, be no more difficult to achieve between a principal serving as clinical supervisor and a teacher than between another clinical supervisor and a teacher. The ideal of colleagueship as presented in the design of clinical supervision in not easily reached under any working circumstances. Indeed, there is disagreement as to whether it can be achieved at all.

Anderson (1979) set out to turn around "the idea that clinical supervision is not only difficult but perhaps even a luxury, given the demands on the principal's time and energy". (p. 42) He suggests that small groups of principals can easily be introduced to the "O Cycle" (Observation Cycle) from the Harvard-Newton experiences which can lead to successful peer-supervision, co-operative staffing patterns, and co-operative administrative-supervisory patterns. In examining the role of the principal in clinical supervision, MacKay (1971) starts with the basic "assumption that some person or persons in a school must become involved in evaluation of classroom teaching". He goes on to suggest a number of possible roles for the principal in clinical supervision from active clinician to organizer, facilitater, or trainer. He offers the opinion that "there are a good many school principals, and, especially candidates for such positions, who could develop, to a reasonable level, the skills required to be clinical supervisors. He then goes on to suggest "that teachers themselves can acquire skills as clinicians" and concludes by advocating that

> In many ways, this version of colleague supervision, which does not necessarily exclude hierarchical supervision by a principal or other formal position holders, is a closer approximation to 'professionalism' than some of the more usual interpretations of that over-worked term. Unlike some of the popular versions of "self-evaluation", clinical supervision gets at the heart of the matter, that is performance in the classroom. It provides for participation among colleagues with respect to the fundamental activities of the teaching profession.

He invites principals who lack the necessary skills to acquire them and advises those who do not have the skills to stay away from clinical supervision.

Conclusion

In summary, it appears that supervision has been and still is in a period of transition and in search of consensus on theory and practice. There has been renewed interest in supervision during the past two decades because of, among other reasons, some dissatisfaction with public education and because of recurring concerns for accountability. As educational policy has been affected by such public reactions, so has the role of the principal who must be both a helper and an evaluator, a person whose time is always at a premium, it seems, and a professional who has often learned to become more of an administrator than an educational leader. Negative perceptions about supervision and the need to become more effective have caused principals and other administrators to look for alternatives. Clinical supervision appears to be such an alternative in supervision, indeed a promising alternative in the eyes of many, one which focusses on one very specific function of supervision of instruction, that of classroom observation - an area which has been and continues to be a source of conflict between administrators and teachers. The approach has some limitations but research has shown through questionnaires and through reports of actual exposure to and use of clinical supervision that both supervisors and teachers prefer quite consistently the assumptions and practice of clinical supervision over traditional supervision or other forms of supervision. However, current literature does not report any studies on the use of clinical supervision by school principals or at least has not identified any of the supervisors involved in clinical supervision as being principals. There seems to be some disagreement about whether the principal can be a clinical supervisor. According to the originators of the approach, the 'line' function of the principal does not appear to be compatible with the trust and collegial relationship which forms part of the foundation of clinical supervision. However, financial constraints and other circumstances are beginning to lead a number of theorists and practitioners to believe that some adjustments and perhaps a compromise may be possible. A number of school jurisdictions are experimenting with clinical supervision. A number of universities are offering courses in it but there has been no research and no systematic effort in exposing principals to clinical supervision and of recording their reactions and those of their teachers. This study is an attempt in that direction.

Chapter III

RESEARCH DESIGN AND PROCEDURES

Overview

This chapter begins with a review of the specific research questions identified for study. A description of the research design and a discussion of the reasons for choosing this research design will follow. The various phases and components of the research will then be explained and the research subjects will be described. The chapter will conclude with a list of assumptions and limitations inherent to this research.

The Problem: Specific Questions

The main purpose of this study was to investigate whether clinical supervision could become a realistic alternative for classroom observation by school principals. For this purpose, the following specific questions were identified for study.

1. What are the reactions of principals to the following objectives of clinical supervision and what problems do they encounter as they attempt to implement them:
   a. effecting a shift in emphasis from evaluation of teachers to improvement of instruction;
   b. developing 'colleagueship' between the supervisor and the teacher and promoting greater participation by the teachers in the analysis of teaching for the purpose of improving instruction;

   c. relating supervision and the analysis of teaching to the theory of effective teaching;
   d. developing and using more objective and systematic systems for classroom observation; and
   e. developing improved conference skills?
2. What are the reactions of co-operating teachers as principals attempt to
   a. develop colleagueship and teacher participation in the analysis of teaching for the purpose of improving instruction;
   b. relate teaching practices to the theory of effective teaching; and
   c. facilitate the identification of possible needs for change in teaching behaviors?
3. How do time constraints affect the use by school principals of the structured five-step clinical supervision cycle?

The Research Design

To achieve the purpose of the study, a research design was developed to focus attention on four case studies. Each case study consisted of a participating principal who was involved in a formal period of training in clinical supervision and was expected to complete three cycles of clinical supervision with a co-operating teacher during the period of training. One supervision cycle was scheduled to occur at the end of each of three units of training, each unit intended to focus attention respectively on 1) observation skills, 2) conference skills, and 3) relating the analysis of teaching to the theory of effective teaching. The monitoring of the participants' reactions to clinical supervision was carried out through a series of visits and interviews with each principal and teacher before, during, and after the period of training for the principals. The analysis and discussion of conference videotapes with the participants was used for both training purposes and for stimulated recall reasons. Rating instruments were also used as sources of data and discussion tools.

The case study approach was used for a number of reasons. The choice was dictated first by the purpose of the study - to obtain a detailed, in-depth analysis of the 'mental life' of each of the participants as they became aware of the objectives of clinical supervision and attempted to implement them. The "whether-or-not" question of whether school administrators would accept clinical supervision was answered at least in part in previous research. The present study was concerned more with the 'whys' and 'hows' of acceptance of clinical supervision, and with the problems encountered by the participants as they became involved in the use of the clinical supervision model. It was felt that this type of information would be more useful in assessing the value of clinical supervision for school principals than would more general and perhaps more superficial information obtained in larger samples. Stake (1978:5) has suggested that "case studies are useful in the study of human affairs because they are down-to-earth and attention-holding but that they are not a suitable base for generalizations". On the other hand, he claims that this approach has merit in human studies, that it has been tried and found to be a direct and satisfying way of adding to experience and to improving understanding. He explains it this way:

> Often, however, the situation is one in which there is need for generalization about that particular case or generalization to a similar case rather than generalization to a population of cases. Then the demands for typicality and representativeness yield to needs for assurance that the target case is properly described. As readers recognize essential similarities to cases of interest to them, they establish the basis for naturalistic generalizations. (p. 7)

Supervision, and especially clinical supervision, appears to be a very personal experience between two individuals. The effects of training in this particular case were expected to vary as they did in the training by Cronk (1972) of principals with the Flanders Interaction Analysis System. The application, as well, of clinical supervision was expected to have some particularities in each case. And, it was felt that such particularities should be observed at close hand until such time that, as Kaplan (1964:149) has suggested, "the most promising sort of applications become apparent". It is with this in mind that this exploratory study was undertaken in the hope of generating new ideas and providing leads for further enquiry. In her own case study, the only one found in the literature to involve a school-based administrator, a vice-principal, Turner (1976) argued that her study had methodological significance because it offered an opportunity to make generalizations regarding the use of the case study approach, and practical significance in the possibilities it offered to study the feasibility of the use of the clinical supervision model in a natural setting. Similar claims are made in this study. The opportunity to observe first hand the reactions of neophytes in clinical supervision as they attempted to learn about and to implement this method of supervision, and the opportunity to 'probe' a little deeper, to 'check' perceptions, to discuss, would not have been possible in a more formal experimental type of approach through questionnaires and rating scales with a larger sample.

It is for the same reason of reaching greater understanding of the reactions of the participants that the personal contact approach of one-to-one visits and interviews was selected for each case study. As Kerlinger (1979:309) explains it, an interview is time consuming and expensive but

> It is sometimes the only way to obtain the information necessary to a research study, and it has certain advantages that other methods do not have. For example, the interviewer can after asking a general question, probe for reasons for given responses. One of the great advantages of interviews is depth. Research can go below the surface of responses, determining reasons, motives and attitudes.

A second reason for using the case study approach was that it would allow to simulate quite closely the approach used in clinical supervision - the development of a one-to-one, trusting and collegial relationship between the researcher and the participants. This in turn, it was hoped, would facilitate on-going contacts and planning, commitment to improvement through self-disclosure in videotaping and discussion of the conferences, and an understanding and acceptance of the reasons for change, if and when necessary, through the analysis of data during the interviews (conferences) with the researcher. This was considered essential for two reasons. First, in the circumstances (time and financial constraint), there could be no other validity check on the data obtained. The difficulties suggested by Kerlinger (1965:467) where "respondents may be unwilling, reluctant, or unable to give information readily and directly" had to be overcome through an open and trusting relationship where professional growth for all participants could occur. Secondly, it was felt that the participating principals, as prospective clinical supervisors, should be inducted into the approach as their teachers should be. As Brodbelt (1976:220) summarized it,

> The key to the successful supervisor is that human relations become the fundamental style of operation. Personalized supervision entails a person-to-person style of communication: effective supervision can be based on nothing else.

A third reason for using the case study approach, especially the more personalized case study, was that it could give the principals added incentive to participate by providing them with an opportunity to address questions which were of concern to themselves. Glasman (1974:33) calls this type of research

> Applied research in the sense that the process is seen as one in which one administrator has a practical problem, seeks the help of the researcher in solving this problem, and finds a researcher who is willing to do it.

This, it seems, can enhance still more the feeling of collegiality and openness which was considered essential in the present research.

The use of videotaped conferences as one of the major focusses for observation and discussion was included for a number of reasons. First, it was considered the most unobtrusive method to observe - more impersonal and non-threatening than the presence of the researcher. In fact, after the first exposure, the use of video equipment was not very threatening or distracting at all. It was also more practical, if for the only reason that the videotapes could be replayed as often as necessary for discussion purposes. This had two advantages. The first was the potential for stimulated recall which, according to a review by King (1979:89-92), has obvious advantages in spite of its difficulties. The other advantage was to help reduce inferences and judgements by the researcher, a possible difficulty in validity of data as suggested by Kerlinger (1979:310). However, one of the main reasons for videotaping conferences was the increasing awareness of researchers and practitioners of its value for training purposes. From a teaching improvement point of view, Fuller and Manning (1973: 470) note that "clinical reports about video playback are almost unanimously optimistic, even enthusiastic, about its benefit". A study by Griffiths (1976:14) has demonstrated that such procedures can modify aspects of the conference behavior of supervisors as well, and Bradley (1975) has similarly suggested that "micro-counselling through video playback enables the trainee to see himself/herself as others do...". Wilhems (1973) supports the concept that "videotaping is an excellent medium for delivering feedback... the gains in skills are significant, often large, they accrue rapidly, and apparently they last". Simon (1977:582) sums it up in saying that "the assumptions behind the use of videotape as a self-evaluation device relate directly to the Morris Cogan (1973) model of clinical supervision". The technique appeared valuable, therefore, and was considered appropriate for the personalized case studies of this investigation which were to simulate as much as possible the clinical supervision approach.

It was emphasized throughout that the principals and teachers were not under investigation. The purpose was to investigate clinical supervision and the effects of training principals in using this supervision model. In any case, the revelation of some sensitive information was inevitable in the discussion of feelings and perceptions about supervision. This created a special problem for reporting data. Participants volunteered for this project with the knowledge that some of their feelings and perceptions would be used in reporting the findings of this study. Confidentiality of information could of course not be guaranteed but anonymity of the source of information and the identity of the participants had to be assured. This concern was kept in mind in describing the research and especially in reporting the data.

The Research Phases

The major portion of the research was conducted over a period of four months - from the middle of August to mid-December, 1979. It was carried out in three main phases as outlined in Appendix A: 1) a pre-training phase to establish contact, prepare for training, and conduct a pre-training interview with the principals and teachers in order to obtain base line information; 2) a training phase to introduce the principals to the theory of clinical supervision and to some of the specific related skills; 3) a post-training phase in order to obtain final perceptions from participants and to analyze the data.

Because the analysis of data was not completed by June, 1981, a fourth phase not anticipated at the outset was added to give some longitudinal perspective to the study. The researcher wanted to know how and to what extent the element of time would have any effect on the disposition of the participants reported at the end of training. This interest was sparked by two different but not necessarily unrelated previous studies. The first was by Cronk (1972) who observed six elementary school principals for three years after they had completed a course training in the use of the Flanders Interaction Analysis System. He found that experiencing the FIAS did not appear to have an impact sufficient enough to increase the principals' references to verbal behaviors when evaluating teachers during the second and third years after training. This finding was considered significant for the present study because the clinical supervision approach has been influenced considerably by the FIAS theory and because both systems require significant commitments of time in both training and practice. The second study, one by Gordon (1976) and referred to earlier, found that supervisors with less experience place greater emphasis on Listening and Information Gathering than did supervisors with greater experience. Both Listening and Information Gathering are essential characteristics of the clinical supervision approach. Both require substantial adaptation and practice, and data gathering and analysis may have a significant impact on the time required for supervision. The question was again to find out if and how the time element had changed the practices of the participating principals. No further training was provided at this time and teachers were not involved in the interview.

The Research Components

During the major portion of the research, two components were carried out simultaneously - a training component for the principals and an observation (data collection) component with all participants. (See Appendix A.)

The Training Component

The formal training for principals was offered as a three-credit course in the Department of Educational Administration, Faculty of Education, University of Alberta, from September to December, 1979. The training, Ed. Admin 515 - Research Projects, Section 2, was given in large part by the researcher and was supervised by a Faculty member. In the context of the general theory of clinical supervision, the following three major units were offered: 1) observation skills, 2) conference skills, and 3) research on teaching. The course outline presented in Appendix B was proposed and was intended to be flexible enough to take into account the various needs of the principals during the training period. No major changes were necessary except that more time was requested for the study of observation systems and for analysis of videotapes with the result that unit 3, research on teaching, was somewhat abbreviated. Unit 3 was also abbreviated because principals requested and were granted one week as reading week to catch up with reading and to prepare for their final conference.

Principals met as a group for two hours per week for thirteen weeks. Each session consisted of three parts: 1) a sharing session at the beginning to share ideas and experiences, 2) a theory part (lectures and discussions of theory), and 3) a practical part (exercises in observation, analysis, and conference skills). Readings were prescribed in advance. No formal training was planned for the teachers. A very basic introduction to clinical supervision was provided for them by their principal. Teachers were given a copy of the Reavis (1978a) PDK Fastback, Teacher Improvement Through Clinical Supervision. This was followed by some discussions between the principal and the teacher. At their request and with the consent of the principals, the teachers were included in the last session of training, a summary of clinical supervision which was intended as a wrap-up activity and discussion of problems in clinical supervision.

The Observation and Data Collection/Analysis Component

The major part of the data was obtained from the analysis of notes made by the researcher after occasional visits, from transcripts of recorded major interviews, and from conference videotapes involving the principals and the teachers.

Visits with Principals and Teachers

Seven visits had been planned with each principal and five with each teacher for the purpose of a) establishing and maintaining rapport, b) checking for problems and offering assistance, and c) preparing for the major interviews. The content of conversations during the visits was noted by the researcher for future analysis. However, training, interviews, and conference videotapes required considerable time involvement for the participants, especially for the principals, and for this reason, it was necessary to limit the number of visits. In fact, all but the first visit with each principal and each teacher were considered unnecessary and were cancelled. It was felt that personal contact at the time of the interviews was sufficient and could be supplemented if necessary by telephone or at the time of training sessions with the principals.

Interviews with Principals and Teachers

Four major interviews were held with each participating principal and co-operating teacher for the purpose of a) obtaining base line information before training and clinical supervision cycles began, and b) checking for reactions, perceptions, and changes in supervisory practices after each unit of training. Each of the four interviews was considered essential. All four interviews were retained with each of the participating principals and co-operating teachers. The first interview was held before the participants were exposed to clinical supervision in order to obtain base line data about perceptions and practices before training began for the principals. The next three interviews occurred at the end of each of three four-week units of training. The first three interviews were held separately with each participant and the last was held jointly with the principal and teacher in each pair being interviewed together. Interviews were usually held in the principal's office and were all audiotaped. As indicated earlier, a fifth interview was added and was held some eighteen months after the completion of training. This added interview was held with principals only.

Additional Sources of Information

In order to provide a measure of structure and some additional recall cues for the interviews, two rating instruments were devised. The first was a list of statements which attempted to summarize the pre-training interviews with the participants. Principals and teachers were asked to rate each of these statements on the following scale of 5 in order to check the correctness of the summaries: 5 - agree completely, 4 - agree substantially, 3 - agree somewhat, 2 - do not agree, 1 - do not agree at all. The statements and the ratings will be presented and discussed in Chapter IV.

The second rating instrument was developed from the following list of clinical supervision characteristics which had been identified from the review of the literature.

1. Supervision which emphasizes improvement of instruction rather than evaluation of teachers. (Cogan, 1973:63-64)

2. A supervision process where teachers become participants in supervision and the analysis of teaching rather than being the object of it. (Cogan, 1973:69) (Goldhammer, 1969:64;69)

3. A working relationship and supervision process that enables the teacher to share equal responsibility for the design of changes to be made in teaching, a goal which is achieved when the teacher knows why he/she is changing his/her behavior, wants to change it, and derives professional satisfaction from doing so. (Cogan, 1973: 58) (Goldhammer, 1969:56;63)

4. A trusting and collegial relationship between two equals, two professionals with different competences, one a supervisor who is highly competent in observation, the analysis of teaching, and the processes connected with the cycle of supervision, and the other, a teacher, who is more competent in knowledge of curriculum, his/her students, and their learning characteristics. (Cogan, 1973: 67-68;78-86)

5. Detailed, in-depth objective and systematic in-class observation of teaching which forms the principal focus for subsequent analysis and conferences. (Cogan, 1973:150-163) (Goldhammer, 1969:54)

6. Supervision which is intended, not only for beginning teachers, but for all teachers as a continuation of their professional education. (Cogan, 1973:21)

7. Supervision which ensures continuity of learning for the teacher and postulates the necessity for sequences of supervision according to the teacher's needs. (Cogan, 1973:29-30) (Goldhammer, 1969:67)

8. Use of a systematic, multi-step cycle of supervision which includes a) pre-observation conferences, b) classroom observation, c) analysis of observations, d) a post-observation conference, and e) post-conference analysis and follow-up. (Cogan, 1973:10-13) (Goldhammer, 1969:56-72)

9. Supervision which relates the analysis of teaching to the theory of effective teaching. (Cogan, 1973:95-96)

10. Holding of pre-observation conferences between the supervisor and the teacher for the purpose of
    a. developing a collegial working relationship
    b. planning and discussing the objectives of the lesson to be taught and the instructional strategies to be used
    c. defining what is to be observed and how it is to be observed.

    (Cogan, 1973:88-133) (Goldhammer, 1969:78-83)

11. Use by the supervisor of appropriate data collection systems during the observation in order to be more objective and systematic. (Cogan, 1973:134-163) (Goldhammer, 1969:83-91)

12. Analysis and summary by the supervisor of the observed data and presentation of this data in a manner that will facilitate the active participation of the teacher in the post-observation conference. (Cogan, 1973:164-195) (Goldhammer, 1969:93-167)

13. Holding a post-observation conference between the supervisor and the teacher in order to analyze the agreed upon pupil-teacher behaviors in terms of learning outcomes for the students. (Cogan, 1973:196-216) (Goldhammer, 1969:169-272)

14. Analysis of the supervision cycles by the supervisor and the teacher, either individually or jointly, in order to assess the value of the supervision cycle, the roles of the supervisor and the teacher, their relationship in the supervision cycle, and the need for follow-up activities. (Cogan, 1973:216-221) (Goldhammer, 1969:273-280)

Participants were asked to rate each characteristic on the following 5-point scale to ascertain to what extent supervisory practices related to these characteristics before training as well as after each cycle of supervision during training: 5 - related completely, 4 - related substantially, 3 - related somewhat, 2 - did not relate, 1 - did not relate at all. At the end of training, the participants were asked to rate the characteristics on the following 5-point scale in order to indicate to what extent they agreed with the characteristics: 5 - agree completely, 4 - agree substantially, 3 - agree somewhat, 2 - do not agree, 1 - do not agree at all. The rating instrument appears in Appendix C. Ratings by each participant will be summarized in Chapters V and VI.

Plans had been made to use the Supervisor-Teacher Analogous Categories System (STACS) to provide additional data on changes in supervisory styles of principals. These plans had to be dropped because of the amount of time which would have been required by the researcher and the principals. It was introduced during training, however, and used by principals to code their first conference. Appropriate comments about the instrument will be reported later.

Appropriate notes made by the researcher after visits, interviews, training, sessions, telephone conversations will also be reported as deemed necessary.

The Subjects

The four participating principals were selected on the basis of their own interest to participate and the interest of their school jurisdiction to encourage them to participate. Initial contact was made verbally, then in writing, with the respective superintendents of schools at the end of March requesting the participation of six principals, preferably at the elementary level. By July 10th, four principals had indicated interest, either directly or through central office. By mid-August, two more had volunteered but by the time the first phase of research was initiated, two decided to withdraw, one for health reasons, another because of unexpected developments in his school. Through correspondence and telephone conversations, the remaining principals had become quite aware of the requirements of time, self-disclosure, and working with a co-operating teacher. All agreed to continue with the project and remained with it until the end in spite of the heavy time demands placed on them by the project. In fact, three had 100% attendance at all training sessions. The fourth missed one session because of parent-teacher interviews. Interest and motivation for the project appeared to be sustained throughout. None of the principals had been involved in clinical supervision before.

The co-operating teachers were selected by each participating principal with suggestions from the researcher that they look for experienced teachers preferably, teachers who would be interested in the project and would not be threatened by in-class supervision, and, especially teachers with whom the principal could establish a comfortable working relationship. Of the four co-operating teachers selected, only one had had previous exposure to clinical supervision, a one-week seminar as a volunteer during his first year of teaching in another jurisdiction.

There were two reasons for preferring elementary teachers. The first preference was to have all participants from the same teaching level in order to eliminate variables in that area. The elementary level was preferred as well because this is the level where there has been more supervision traditionally and where volunteer candidates were more likely to be found.

According to an information sheet completed by the principals during the first interview, the following composite picture can be given.

E

All four principals were male. Total years of experience in education ranged from fourteen to twenty-one years, and years in administration ranged from sixteen to nineteen years. Three had diplomas in educational administration but none of them had been involved in formal university courses for several years. Two mentioned some readings in supervision during the past two years. One could mention one text he had read. This text had "some elements of clinical supervision".

From the teachers' information sheet, the following composite picture is drawn. Of the four, three were female and one male. Two were currently placed in grade one, one in grade two, and one in grade seven. All had four to five years of university training. Three held B. Ed. degrees. Years of experience were one, three, twelve, and thirteen respectively. Only one had been exposed to clinical supervision before but there had been no further reading about it since (four years). The others had had no exposure to clinical supervision. None of the four had done any reading in supervision during the past two years and two of the four indicated some reading on effective teaching during the past two years, both because they had been completing university training during the past four years. All four were involved in the project because they had been asked to participate by the principal and all had accepted to help their principal. All were curious about and therefore interested in knowing more about clinical supervision. All were disappointed that they could not participate in the training component and all wished that they could have. All appeared to be quite willing to participate, quite open with the researcher, and always quite anxious to learn more about the project and to get feedback.

From the beginning, there appeared to be special relationships between three of the four principal-teacher pairs. These relationships will be considered and discussed in the analysis of data.

Necessary Assumptions

This research design made the following assumptions necessary:

1. The characteristics identified and selected in the review of literature and used in the rating instrument represent the basic nature of clinical supervision as a model and a concept.
2. All the basic components of clinical supervision received appropriate coverage in training and feedback to the participants.
3. The training period was sufficient to cover both the theory and practice, and the exposure was long enough to allow participants to develop an accurate perception of clinical supervision.
4. The perceptions expressed by the participants are a true reflection of their beliefs.
5. The analysis by the researcher is a true reflection of the feelings of the participants.

Research Limitations

The value of this research must be judged in the light of the following limitations:

1. The sample was small.
2. The participants were all volunteers and perhaps pre-disposed to clinical supervision.
3. The circumstances under which the participants were introduced to clinical supervision were specific to the situation and perhaps

more favorable in terms of time and attention than in other situations.

4. The view of clinical supervision which was given in training was as perceived by the researcher.
5. No external validity check was made of the perceptions of the researcher and those of the participants as the principals pursued their training and attempted to apply clinical supervision.

Strictly speaking, therefore, conclusions drawn from the findings of this investigation cannot be extended beyond the four case studies as they were developed here. It is hoped, however, that the data will contribute to a further understanding of clinical supervision and of its possibilities in schools, particularly as it pertains to its use by school principals.

Reporting of Data

In keeping with the direction of this research, the data will be reported by case studies. A composite picture for each phase of development will be given as well in an attempt to draw together any common feelings, perceptions, problems, and developments. For this reason, data will be reported in three sections. Chapter IV will present a composite picture of the analysis of data for the pre-training phase - the initial contacts. Chapter V will provide a detailed report on each case study throughout the various phases. Chapter VI will provide a combined individual and collective picture of the principals' perceptions eighteen months after training. An overall summary will appear with conclusions and implications in Chapter VII.

CHAPTER IV

ANALYSIS OF DATA - PRE-TRAINING PHASE

Overview

This chapter describes in some detail the first contacts with the principals and the teachers. The purpose is to present a composite picture of the supervisory practices and perceptions about supervision before the participants were introduced to clinical supervision. There are two reasons for giving this composite picture. The first is to avoid some repetition of common practices and perceptions in each case study and the second is to give a general idea of the overall situation in which the participants found themselves when they were introduced to clinical supervision. Feelings, perceptions, and practices which are considered more specific to each participant will be given in Chapter V. A report of the initial contacts with the principals will appear first and will be followed by a report of the initial contacts with the teachers.

The Initial Contacts with the Principals

The initial contacts with the principals consisted of three telephone conversations, one visit, and one major interview. The telephone conversations occurred in mid-June, August 31st, and September 6th. The first visit occurred on September 7th. The main purpose of these contacts was to establish communication, develop rapport, explain the details of training and videotaping of conferences, and to facilitate the selection of a co-operating teacher. Notes from the researcher's log after these contacts indicated that all four principals were very interested in the proposed training and anxious to "get on with it". Principals were interested in the proposed training because of their own needs. They were looking for help and appeared prepared to take the training whether it was offered for credit or not. Although the time constraint was evident in all cases, the principals were very accommodating and gave freely and willingly of their time. There appeared to be no difficulties with finding or working with a co-operating teacher. In general, a very good relationship had been established. In fact, as will be seen in some recorded dialogue later, the relationship and the communication with the principals became very open, trusting, and co-operative.

The pre-training interviews with the principals were held on September 12th and 13th. These interviews were recorded as were all other interviews. The main purpose was to obtain base line data about supervisory practices and perceptions before training in clinical supervision began. This was also an opportunity to obtain general background information about the principals, to ascertain why they wanted to take this training and participate in this research, to ascertain what expectations they had of this training and research, to leave with them a copy of the Reavis (1978a) PDK Fastback, Teacher Improvement Through Clinical Supervision, and, finally, another opportunity to check on details of training, VTR equipment, concerns, and questions.

This first interview yielded data which were specific to each principal but also some data which were similar and common to all of them. These common feelings and perceptions were summarized in the form of statements and principals were subsequently asked to rate each statement on a 5-point scale to verify their correctness: 5 for entirely correct, 4 for substantially correct, 3 for correct, 2 for not correct, and 1 for not correct at all. Principals were further asked to explain ratings of less than 5 and to add any of their major concerns which had not been included in the summary. This summary of statements and ratings by principals appears in Table 2. Ratings of less than "5" are cross-referenced with the respondents' explanatory comments and appear in Appendix D.

Overall, the summary appears to be a very close approximation of the pre-training perceptions and practices of supervision by principals. The small number of ratings of less than 5 and the nature of the comments to explain these would seem to support this view (only four of possible seventy-two ratings are 3 or less) and no major concerns or perceptions of the principals appear to have been omitted from the summary. Only statement 8c appears not to apply generally.

In order to give an additional perspective of the pre-training perceptions of the principals, a sort of overview of feelings, some quotes were extracted from the verbatim recording of the interviews and are grouped and presented here under some of the major questions or concerns explored during the interview.

School District Policy on Supervision

> I don't know of any specific policy other than that I am supposed to do it but I don't think that anything's been laid out as to how I'm supposed to do it other than I'm to write an appraisal form for all new teachers to my staff every year.
>
> Probably in the administrators' handbook but I don't recall ever seeing it there. I don't spend much time reading it.

Table 2

Summary: Interview One - Principals

	Garry	John	Tom	Barry
1. By tradition, all principals are expected to supervise (evaluate/appraise) all new teachers, teachers new to the school, non-tenured teachers, and those who require recommendations for certificates. This requires a minimum of two contacts - contact form and appraisal form. Other supervision is at the discretion of the principal.	5	5	5	5
2. Appraisal reports signed by the principal and the teacher are sent to central office, one copy is given to the teacher, and one is retained on file at the school.	5	5	4 (f)	5
3. Although other observers from central office are involved in appraisals, principals believe that their own observations and recommendations play a significant part in personnel decisions made by central office.	3 (a)	5	5	5
4. Principals spend between ten and thirty percent of their time on supervision. The emphasis is on the minimum required by the District policy - appraisal of new and non-tenured teachers. Principals don't have time for much more than the minimum. An unpleasant feeling about supervision may also act as a deterrent to the allocation of more time to supervision.	4 (b)	5	3 (g)	5
5. The District policy appears to be known more by tradition and practice (annual reminder) than by actual wording of the written policy.	5	4 (d)	5	5
6. Most classroom observations/visits are initiated by the principal; teacher participation in planning the observations and the analysis of teaching is minimal. What is observed and how it is observed is at the discretion of the principal. Evaluation/appraisal reports are based largely on high inference judgements (opinions) of the observing principal.	5	5	5	5

Table 2 (continued)

	Garry	John	Tom	Barry
7. Principals believe that supervision should be given more priority than at the present time.	5	5	5	5
8. Supervision is necessary because a) appraisals are required by central office, b) the principal has to know what is going on in his school, c) because teachers want to know how they are doing - they need a pat on the back once in a while - and d) because some teachers need help. However, whereas principals may feel good about most of the administration functions, they are somewhat uncomfortable with present supervision practices because:	5	5	5	5
a. appraisals cause stress and apprehension for teachers involved - an uncomfortable situation between the principal and the teacher,	5	5	5	5 (h)
b. it is difficult to separate the line and staff functions in supervision - the emphasis on appraisals/evaluations causes teachers, generally, to associate all supervision - formative as well as summative - with the evaluation function,	5	5	5	4 (i)
c. there have been some "bad" reports in the past - difficulties which led to the transfer of a teacher have not been included in appraisal reports, leaving the receiving principal unaware of their difficulties,	2 (c)		5	5
d. few principals have had any training, at least recent training in classroom observation and the analysis of teaching (none of the participating principals has had any formal training in clinical supervision),	5	5	5	5
e. it is easy to write an appraisal report for a good teacher but not so easy, indeed it is difficult, for poorer teachers - more objective data is necessary to substantiate comments or suggestions made on these reports,	5	5	5	5
f. under present supervisory practices, the obligation of doing appraisals is satisfied; some teachers are encouraged by a pat on the back and				

Table 2 (continued)

	Garry	John	Tom	Barry
some teachers may be helped by suggestions but the value of supervision for the purpose of improving instruction is questioned.	5	5	5	5
9. The main reason given by participating principals for taking the proposed training in clinical supervision is that they are looking for an alternative approach to supervision, for improved skills and competence in order to make supervision more valuable, and to eliminate some of the uncomfortable feelings associated with supervision.	5	5	5	5
10. Principals are not familiar with clinical supervision; they are not sure how clinical supervision can help but they are hoping that the proposed training will	5	5	5	5
a. provide them with new skills for classroom observation and for conferencing with the teachers after the observation, and	5	5	5	5
b. help relate supervision/classroom observation to effective teaching.	5	5	5	5

Note: Explanatory comments are presented in Appendix D.

Well, if you're going to ask me to show it to you right now, it's going to take a little while... but... I should be able to find something here.

The policy that our system uses is, I guess, an on-going policy of supervision. Basically all first year teachers are involved in this procedure as well as any teacher who is applying for permanent certificate.

Personal Feelings About Supervision

You know, I find it's absolutely the most difficult job that I have to do. I find it awful; I find it threatening, both to me and to the teacher although at the outset I try and allay my fears and the teacher's fears as well that it's not going to be a threatening situation and we try not to make it a threatening situation but it just doesn't work.

The biggest problem, I suppose, is that principals are not well enough, on the average, not well enough prepared for it. The evaluation by one principal may be total different than by another principal because I think it's keyed in with his own specialties and, in many cases, this turns out to be unfair to a teacher.

Very honestly, like I said earlier, I think it's one of the more difficult tasks because especially when you're dealing with people who are, you know, marginal and you have to spend a lot of time trying to improve their situation and it depends, I suppose, on how receptive they are, how willing they are.

Uncomfortable - in terms of the official type evaluation, it's the type of thing that I would like to put off as long as possible, you know. When I have to do it, I do it type thing but it's not something that I enjoy doing. I almost get the feeling that when I do it, I'm uncomfortable, the teacher is uncomfortable and neither of us need to be uncomfortable.

Role of the Principal in Supervision

Well, I agree that that's one of the most important roles of the principal in that if he's not exercising any kind of supervision at all, then he has no idea what's happening in the classroom.

Ok, I think there should be a great deal more of it but in a more organized way. I don't think that right now it's organized. I don't think people in the schools have the time, but even if they did have, I think the expectations have to be outlined a little bit better than they are.

Well, you know, when you look at the role of the principal, I think it's a very necessary aspect of the role of a principal - how the school is organized and how the school will be organized in the future and how people fit together and how people work together.

Well, I think it's very important, you know, especially if we're going to call ourselves a profession and I think that it's important then that we do our own kind of internal evaluation of the people that are working [illegible] the educational field. I've seen a lot of young teachers who, what they need the most is just a kind of guiding hand and very often I think the principal falls a little short and they're just not getting enough feedback.

Supervision as a Priority for Principals

Well, I rate it very high as a priority but in actual fact of operation, it comes down very low on the list because of time constraints. If I had the time necessary to be able to do that job effectively, I think I could probably do it a little better but now it's so convenient for me to say 'I just don't have time'...

Oh no, nowhere that! Well here again, I suppose, subconsciously or you know, adding all these things together, yes, it probably would be 20 or 30%.

Yes, I'm quite satisfied. I can't see myself doing any more because I think when you consider 40% of a day, I don't teach this particular term as of yet, you know, 40% of a day for sixteen classroom teachers is a lot of time and it gets to the point maybe where you're there too often and you become more of a hindrance...

Well, I would say at least 10%, you know, and I don't know whether that would handle it; you know, I have a staff of twenty-five so maybe I should look at more like 30%.

How Teachers Feel About Supervision

I really don't know. I think that the insecure teacher might be quite nervous about that kind of situation. The secure teacher might be very questioning, you know, like what is he up to, why is he doing this, and what's he going to do with the information he gets, you know.

Generally, I think that they feel uncomfortable. I think they wished it didn't have to be done. At the same time, I think they also agree on its importance; like they agree that it has to be done but they wish it were not there.

> Basically I think all teachers are very much in favor of it but again they are apprehensive about the way it's done, about the possibility of it being very subjective because of one person's opinion in that particular situation, in that particular year and involving a particular group of kids.
>
> I think we have the same problem in our administrative rank, you know, like I've been a principal for about seven years now and you just don't know, they don't tell you if they think you're going the job or anything like that. You just kind of do your job and hopefully you feel that you're doing a good job.

Reasons for Interest in Clinical Supervision

> Because I think it takes out that very personal thing in it, you know, any contact with the teacher in this situation is a very very personal thing for that teacher and you hate to touch that deep down inside of a person whereas the instruments that I've seen in that one book, they seem to make it a little bit more impersonal and a little bit more plain, black and white, and less open to different interpretations.
>
> But now I'm going to be in my third year in the same school and I'm saying that, you know, I'm looking for something different, not the same old hash that we've been talking about and doing before, something innovative, something different, a change of pace, something else that may catch the teacher's eye...
>
> I'm looking for some expertise at that task in terms of different techniques that you can use in the classroom with your interview with the teacher, maybe look at some of the aspects of writing the report, something very concrete that will be adaptable and just make that task that much easier...
>
> I'm interested in that area because I feel that's the area that I need most help in as an administrator. Right now I'm operating on my personal, well on past experience, and really that's based on my personality, you know, on gut feeling, on my priorities, that sort of thing, my biases, and I don't think that's good enough. You know, there's got to be more. There's got to be a better way of doing it and that's what I'd like to find.

In summary, the principals here echoed many of the feelings, perceptions, and practices which were found in the review of literature about supervision in general. They consider supervision (evaluation/ appraisal) to be their most difficult task. Supervision is considered important but it has low priority because principals don't have time, because they don't know how to go about it, and because they feel very uncomfortable doing it. They are looking for "a better way", for skills, for an alternative which will make supervision more professional for themselves and the teachers and, hopefully, help develop better feelings about supervision.

First Contacts with the Teachers

The first contact with the co-operating teachers was a personal contact on September 19th and 20th. These individual visits had been arranged through the respective principals. The general purpose was to get acquainted, establish rapport, explain the research and the role of the participants, and to prepare for the first interview. According to the researcher's log, the teachers had been informed generally and briefly about the project. It appeared that they had agreed to co-operate in order to help their principal. A special relationship was apparent between three of the principal-teacher pairs. These relationships will be considered and discussed later in the individual case studies.

The second contact with the teachers was for the first interview on September 26th and 27th. The main purpose was to obtain base line data on perceptions about current supervisory practices before teachers were exposed to a clinical supervision cycle. The interview was also an opportunity to further develop rapport and answer questions, to obtain general information about the teachers, to ascertain why they became involve in the project and what they expected to gain from it, and, finally, to provide teachers with some information about clinical supervision. It was at this time that each was given a copy of the Reavis (1978a) PDK Fastback, Teacher Improvement Through Clinical Supervision. According to the researcher's notes after the interviews, it appeared that the co-operating teachers were lacking in information about the project, somewhat curious and anxious to obtain more information, but generally quite willing to participate because of the novelty of a new experience and because of the possibility of working with their principal to get feedback about their teaching.

As was done with the principals, an attempt was made to summarize common feelings and perceptions from recorded interviews into statements which were later checked by having the teachers rate them on the same 5-point scale as the principals. The statements and ratings by teachers are presented in Table 3. Again, any rating of less than 5 is cross-referenced with the respective comments (presented in Appendix E) and teachers were asked to add any of their major concerns which may have been omitted from the summary.

A first glance, there seems to be considerably less agreement among teachers on practices and perceptions before training. Teachers agreed completely on fourteen only of the twenty-nine statements. A closer analysis, however, reveals that the agreement may be greater than it seems - twenty-three of the twenty-nine statements showed full agreement by three of the four teachers and, looking at individual ratings, only twenty-one of a possible one hundred and sixteen or 19% are 3 or less. The special relationships mentioned earlier in some of the principal-teacher pairs may account for some of the ratings as well.

Table 3

Summary: Interview One - Teachers

	Jerry	Kristine	Vera	Velma
1. By tradition, all principals are expected to supervise (evaluate/appraise) all new teachers, teachers new to the school, non-tenured teachers, and those who require recommendations for certificates. This requires a minimum of two contacts - contact form and appraisal form. Other supervision is at the discretion of the principal.	5	5	5	5
2. Appraisal reports signed by the principal and the teacher are sent to central office, one copy is given to the teacher and one is retained on file at the school.	5	5	5	5
3. Although other observers from central office are involved in appraisals, teachers believe that the principals' observations and recommendations play a significant part in personnel decisions made by central office.	5	5	5	5
4. Principals don't spend much time on supervision. The emphasis is on the minimum required by the district policy - appraisal of new and non-tenured teachers.	5	5	5	5 (o)
5. Teachers have not seen a written copy of the district policy on supervision but they are reminded by the principal during a staff meeting at the beginning of the year that	5	5	3 (i)	5
a. the principal will visit all new teachers and non-tenured teachers during the year,	5	5	5	5
b. the principal will also visit other teachers during the year.	2 (a)	2 (h)	2 (j)	5
6. Most classroom observations/visits are initiated by the principal. Teacher participation in planning the observations and the analysis of teaching is minimal. What is observed and how it is observed is at the discretion of the principal.				

Table 3 (continued)

	Jerry	Kristine	Vera	Velma
Evaluation/appraisal reports are based largely on high inference judgements (opinions) of the observing principal.	5	5	5	4 (p)
7. Teachers believe that supervision should be given more priority than at the present time.	2 (b)	5	5	5 (q)
8. Supervision is necessary because a) appraisals are required by central office, b) the principal has to know what is going on in his school, c) because teachers want to know how they are doing - they need a pat on the back once in a while, and d) because some teachers need help. However, whereas teachers think that supervision may be necessary and useful, they are somewhat uncomfortable with present supervision practices because	5	5	4 (k)	5
a. there is too much emphasis on evaluation	5	5	5	1 (r)
b. there is not enough notice to the teacher and not enough planning with the teacher before classroom observations	2 (c)	5	5	5 (s)
c. there is not enough teacher participation in planning classroom observations	5	5	5	5
d. it is difficult to separate the principal's authority function from his helping function; the emphasis on appraisals/evaluations causes teachers, generally, to associate all supervision with the evaluation function	5	5	3 (l)	5
e. appraisals cause stress and apprehension for teachers - an uncomfortable situation between the teacher and the principal	5	5	4 (m)	2 (t)
f. under present supervisory practices, the obligation of doing appraisals is satisfied; some teachers are encouraged by a pat on the back and some teachers may be helped by suggestions but the value of supervision for the purpose of improving instruction is questioned	5	5	5	5

Table 3 (continued)

	Jerry	Kristine	Vera	Velma
g. principals don't have enough time for supervision	2 (d)	5	4 (n)	5
h. principals don't like to make judgements about other people	5	5	5	1 (u)
i. the feedback from principals after classroom observations is often unsatisfactory and not very helpful.	2 (e)	5	5	2 (v)
9. Teachers think that principals don't feel very good about doing classroom visits/observations.	5	5	5	1 (w)
10. Evaluations/appraisals are done mostly by principals.	5	5	5	5
11. The long delay in getting appropriate feedback about their performance causes considerable stress for teachers especially for beginning teachers.	5	5	5	1 (x)
12. Teachers believe that supervision should be done on a regular basis.	1 (f)	5	5	3 (y)
13. Teachers believe that all teachers, not only beginners, should be supervised.	1 (g)	5	5	3 (z)
14. Teachers believe that supervision is important because there is always room for improvement.	5	5	5	3 (aa)
15. Teachers believe that the principal is in a better position to supervise than are external supervisors (central office or others) because the principal knows his school and his teachers better.	5	5	5	5
16. Teachers prefer to be supervised by the principal rather than by an external supervisor.	5	5	5	5
17. The co-operating teachers are involved in this project because they were asked to participate by their principal.	5	5	5	5

Table 3 (continued)

	Jerry	Kristine	Vera	Velma
18. Although the co-operating teachers are not too sure about what the project is about, they are hoping that their participation will help them obtain	5	5	5	5
a. some feedback about their teaching	5	5	5	5
b. some help in improving their teaching.	5	5	5	5

Note: Explanatory comments are presented in Appendix E.

For example, thirteen of the twenty-seven disagreements were recorded by Velma. As will be seen later, she was at first "protective" of her principal whom she evidently perceived as very helpful during her first years of teaching. A number of these disagreements (4, 6, 8e, 8h, 8i, 9, 11), for example, may have been colored by these feelings. Velma may have felt at first that the purpose of the interview was to "evaluate" the principal. Six other disagreements were recorded by a second teacher, Vera, who was in a special relationship as a new teacher and who, as Velma did, may have answered from a personal point of view mostly rather than attempting to reflect the feelings of other teachers as well. Evidently, statement 5b appears to apply to one of the four schools only.

Again, as was done for the principals, some quotes were extracted from the verbatim recording of interviews with the teachers to give an added perspective of the overall situation. These quotes are presented under the following headings.

School System Policy and Practices

> For example, when I came to this school three years ago, (name withheld) wrote up an appraisal, I guess an evaluation of my teaching performances at the school that first year. But then he really hasn't been into my room on a formal basis since.
>
> If you're a new teacher, you are evaluated... the principal does come in to evaluate you... Mr. (name withheld), over the three years I've been working with him, about five to six times. I also had another teacher... a reading facilitator... nobody else... nobody from central office... but they sent my certificate but no one ever did come from central office.
>
> As far as I know, you know, when they're ready and I'm ready, I can get my permanent, but I think there is a stipulation in there where you must have your two years at least experience... We discussed last year when our contract came up and there was,

everyone on staff had a different idea about it... Everyone was unsure how they worked it...

It hasn't been very often at all. Last year from Christmas until June, I was in one school for the whole time and the principal came in, I'd say, twice, three times, he just walked in at different times, once right at the beginning just to make sure— that I was teaching them something and once or twice, I'm not sure, after that, just very casual, walked in and looked around and then left, a very short period of time all three times... only by the principal... nobody from central office.

When teachers are first hired by the Board and if they wish to go for a permanent certificate, then somebody from central office as well as the principal is involved in supervision and evaluation...

During my years of teaching... one principal that I worked under in the past... a person from central office... but nothing since the first two years... supervisors from central office have been in and they've come in in the capacity of helping out with a lesson and I usually solicited their help... perhaps ten times over the years.

Perceptions of Current Practices

Well I'd have to rate it pretty low because it hasn't been of any value to me other than, like it hasn't helped me, but what it's done to me in certain cases is that it makes you feel good to know that the principal or somebody has recognized something about you.

Yes, it's definitely valuable. I can still remember the first time... I became stiff and very nervous... but he was really good about it, like he was very encouraging... I feel comfortable with the idea.

I was disappointed in it, I guess being new, I wanted more feedback, I was very unsure, I wanted to know where I could have improved and he came in unfortunately in times where there wasn't much teaching involved... I was given an appraisal sheet. He just asked me to read it over, if I approved, then to sign it, and it was all very good, all very good you know, but I didn't get the feedback I wanted to, I needed, I guess at the time.

It hasn't been useful to me because I never got any feedback from it... it's been a stressful situation, if anything, and I've learned nothing from it...

I'm sure it's valuable to teachers now... new teachers who come in to this school and whom Mr. (name withheld) evaluates. I'm sure it is worthwhile for them.

Need For and Role of Supervision

Well I think we all know that our teaching techniques could be improved so I think that a principal, an administrator, should probably be somebody who is quite good at teaching, quite knowledgeable about teaching skills and practices... the curriculum... and they should be in a position to help teachers... One thing I felt when I was a brand new teacher... is that I didn't get the help I felt I should have gotten.

To help you if you're having problems in any areas, to give you a little bit of guidance, a little bit of direction, and generally just to make sure everything is run as it should be...

It's very necessary, especially for new teachers. I would like to see it all the way through a teacher's career... for the teacher's improvement.

I'm of the opinion that everybody should be and maybe on a regular basis... I like the term supervision better than evaluation. I'd like an on-going thing... to look at ourselves too and are we being effective, and I think we're going to have to start proving that a little more, becoming a little more credible with the tax-paying public...

Role of the Principal in Supervision

Well, I know that the principal has a job to do, you know, they're supposed to write up appraisals for teachers so they have to go out and supervise the teachers, but I don't, I question the value of that kind of supervision... I think they should come in with the idea of giving me feedback on how I'm doing in the classroom.

The principal is in a key position for supervision... because he knows better than anyone else what I'm like, and what happens in the school.

It's a necessity for him to do it, it's his job... how else is he going to know you as a teacher.

I think it's important because he's principal of the school - I would think he's got some things in mind and some values in mihd... to carry through... He is the administration of the school and he is the person who has to answer for his school.

How Principals Feel About Supervision

I think generally that most principals feel uneasy about it... If we look at ourselves as adults, professional people... do we need another report card like that as a teacher.

> I think it must be hard... I wouldn't want to do it. I would hate to go in and evaluate someone.
>
> I think the principal probably doesn't like it just as much as the teacher doesn't.
>
> I think a lot of principals feel, in a way, the way all teachers do - they aren't comfortable in supervision and observation. They don't like to go into classrooms and I think the idea so far has been to take apart. Generally I just think a lot of principals feel uncomfortable with having to do it.

Value of Supervisor Other Than the Principal

> I don't know if that would be an answer to supervision... it might be in a certain area, say specific subject areas... but unless that person actually worked with me outside the classroom as well... I wouldn't feel very good.
>
> I think they'd (teachers) still prefer the principal... I know I would because I still maintain the fact that he has a better insight with me than someone else outside the school... Yes, definitely, I strongly feel that way.
>
> It depends on what they're like and their qualifications and everything else but I'm just saying the principal thinking that if he can see what kind of teacher I am, maybe he can use me in other school functions as well.
>
> I can see a position like that being of value because that person would obviously be an expert in the area of supervision hopefully.

The Preferred Supervisor

> I think the principal has the best overall picture because they see you every day - an outside consultant who does workshops... is probably better able to help subject-wise, but I think the principal could be very useful in helping me understand my class and the students they put in my class and how I'm reacting to these kids.
>
> The principal, that's who, because I think he's the better judge of the people that are working under him than maybe somebody from the school board.
>
> I think I would resent someone else other than the principal evaluating me... The principal is an administrator, you know, that's his job...
>
> I would still like to work with someone I know and I guess I would know the principal better than I know an outsider.

In summary, the teachers in this sample also reflected quite closely what was found in the review of literature. They really didn't know what the system policy is but they knew that the principal was expected and did supervise at least for tenure and contract purposes. They all agreed that these evaluations by principals are significant in personnel decisions. They all agreed that the principal is in the best position to supervise and they would all prefer to be supervised by him rather than by any other supervisor. They generally agreed that supervision is necessary, that principals don't have very much time for supervision and don't spend very much time at it. They generally agreed as well with the uncomfortable feelings about supervision and they generally agreed also that supervision is usually initiated and directed by the principal. They disagreed, however, (as did other teachers in the literature) about which teachers should be supervised and how often.

Chapter V

DATA ANALYSIS - CASE STUDIES

Outline

In this chapter, each case study is described in some detail. A narrative-descriptive style will be adopted. Much of the researcher's notes and interview transcripts will be summarized but the presentation will use as many quotations and as much of the dialogue as is felt necessary to describe as accurately as possible the feelings and perceptions of the participants and their interactions within each principal-teacher team and with the researcher. Generally, the principal will be introduced first in each case and will be followed by the co-operating teacher. A short summary will conclude each case study.

Case Study 1: Garry and Jerry

Garry - Participating Principal

Garry was principal of a school of 340 students with sixteen teachers. He had a total of fourteen years of experience in education, three as department head, seven as vice-principal, and four as principal. His five years of teacher education included a Bachelor of Education degree and a graduate diploma in educational administration. His program had included courses in personnel supervision and supervision of instruction but, in his words, these courses had offered "theory more than practice". He indicated that he had read some literature and research on supervision during the past two years but this reading appeared to be limited to Hyman (1975) which, as Garry puts it, "included some elements of clinical supervision".

For his co-operating teacher, Garry had asked Jerry, a grade 7 teacher with whom he had a "very good professional and personal relationship". This would facilitate "a more relaxed and open relationship in supervision". On the other hand, the researcher felt that this personal relationship did have some bearing at times on the comments which were made by the participants - nothing, however, that would be significant enough to jeopardize the validity of the overall data. Another advantage of this choice, from Garry's point of view, was the fact that "Jerry had some experience in clinical supervision and this would make it easier".

Garry expressed three concerns during the first visit. He wanted to know who would have access to the conference videotapes and he wondered if the researcher would discuss his personal (Garry's) supervisory practices with the co-operating teacher during the interviews. His main concern, however, was with time. He would keep a wait-and-see attitude about continuing with the project.

First Interview: Pre-training

During the first interview, Garry admitted that he had done the minimum only in supervision. He explained that he was very fortunate to have a good staff and there had been no problems. He was of the opinion, however, that supervision is "one of the most important roles of the principal in that if he's not exercising any kind of supervision at all, then he has no idea what's happening in the classrooms". But he admitted that he found supervision to be the most difficult job he had to do, that he found it threatening, and perhaps the only part of administration where he felt he had any problems and did not feel confident in. The following excerpts from the interview may be the best way to explain his situation.

G: Every time there is a tenseness that is involved when I sit down with a teacher to discuss what went on in her classroom and things of that nature. I've never been able to bring myself around to going through a pre-conference or a pre-observation conference with the teacher, you know. Most often than not, I just make arrangements with the teacher to go into his room or her room beforehand and, you know, again I say I'm not there to tell you what you should be doing or what you shouldn't be doing but I have to be there to see what's happening and that's what I'm going to do; so then I go through that and only rarely do I have to sit down and confer with that teacher afterwards to any great degree... I've been blessed with a very good staff all the time so that's made the job somewhat easier in that I didn't have to be constantly trying to improve a specific teacher's performance. There have been occasions when, if I'd had the know-how, you know, that would have been useful to both of us but in those cases it was just too awful, too threatening - I couldn't do it.

R: That's pretty straightforward, Garry. It's a threat to you and to the teacher - to you it's a threat because it's a lack of know-how and to the teacher because she or he may depend on your recommendations.

G: Yeah, and they think they're being evaluated and they suddenly build up a barrier and they all spend additional hours preparing that one particular lesson to make sure that they do everything right...

R: Someone said yesterday that, if it wasn't for that feeling, that perhaps you would do more supervision. Do you feel that way?

G: Yeah, I feel guilty because I don't do as much as I should be doing. I think I'm like everybody else - we all know what a good teacher is and what a bad teacher is without really having to spell it out, you know, and if the kids are happy and the teachers are happy and the parents are happy, then you sort of assume that things are going along nicely... I think I'm lucky here in this school as I was in the other to have a very casual atmosphere amongst my colleagues and so I don't think that they're afraid to talk to me and I think that the relationships that we have outside the classroom really tell me a lot about them as teachers and you just gather these things intuitively over the course of a year and it's not hard to tell when a teacher is having difficulty or when a teacher is teaching in a classroom needs to be bolstered one way or the other.

R: But you might stay away from classroom observation to maintain that casual relationship with your staff, the ones that you don't have to do.

G: The ones that I don't have to do, I don't do; unless there is a problem, you know.

R: But you would stay away from it?

G: I have been, yes; I've always stayed away -

R: Just to maintain the good relationship?

G: Right.

R: So supervision to you is a major problem?

G: Absolutely.

R: Yet you said at the beginning that this was one of the principal's major responsibility.

G: I think it is, yes, I do. I don't know how it can work; hopefully we'll get some of that in this course this year... Now if I was faced with a tenured teacher that was difficult, who's unco-operative, or who is difficult in the classroom, then that would pose a serious problem for me because I would have to do something about that but if I didn't, then I would feel extremely guilty.

R: How would that be a problem for you?

G: Well, to, how do I say it - to put myself in the teacher's space, to tell him or her that their job needs improving, the job they're doing is insufficient, and then if I'm going to make that judgement, then I think I have to specify specific areas in which the improvement is needed and possible suggest some techniques for improvement. That's the part I would find difficult. I think it would cause, it would build a barrier between that teacher and myself.

R: Just to clarify - you're talking about a barrier and you seem to want to avoid that.

G: Uh huh, I like things to go smoothly.

R: But are you also saying that it would be a problem in doing the actual appraisal because you would want to be able to verify the comments that you are telling him or her...

G: That's right. I'm very poor with words and I have a lot of difficulty expressing myself in areas like that and, you know, working with a teacher with whom I would have any kind of a negative relationship would be very difficult. You know, I'd find it difficult.

It appears that Garry had found it difficult to provide any kind of feedback to teachers about their teaching - not only negative but even positive feedback and reinforcement. Following is another excerpt which may describe this feeling better and perhaps explain it to some extent.

R: Why do you say it's difficult?
G: Well I find it difficult, that's just me.
R: You find it difficult to tell them they're doing a good job or to tell them why they're doing a good job.
G: Well, both yeah. I have trouble initiating that kind of discussion, you know, but I have to force myself to do it and I do on occasion. I just force myself, I say, well so and so need to be told that she did a great job yesterday or something like that or that the Math program is going beautifully and, you know, and I like the innovations she's using - things like that. By and large, I forget to do that unless I really consciously force myself to go out of my way and talk to the teacher and tell her or tell him.
R: But when you do think of it, it's not difficult, it's not difficult to tell someone that -
G: Yes, I find it embarrassing.
R: Could you explain?
G: I don't know why but I, yea, I find it difficult. I think that's just the kind of person I am, you know, more than anything.
R: Is it because it creates a superior-subordinate relationship and you don't like to give that impression - you want to be a colleague more than a superior?
G: I don't know; I've never thought of it that way, but that may be part of it. I don't think I have any difficulty being the superior in terms of operating the school, controlling the children, doing the organizational kinds of things that need to be done around the school. To qualify myself as an educational leader might be a little bit more difficult for me to accept because there are some teachers there that I couldn't touch with a ten-foot pole. I've got some excellent teachers; they're doing a better job than I've done in a classroom.
R: Ok, I think that explains it and it may be very relevant in the context of clinical supervision... which is intended for well-experienced and good teachers as well as with the rationale that there is always room for improvement. You know, the difference being that it becomes a joint thing rather than a one-way thing for the supervisor. Perhaps that would come into you -
G: Right - which is exactly why I've agreed to take this course - because that is my most difficult task and I'm looking for ways to make it easier on me and easier on my teachers.

Garry reported no problems with the 'line' function. He appeared to encourage and to facilitate teacher participation in decision-making, making decisions himself whenever necessary in case of lack of consensus, for example, and he indicated that his teachers "have no trouble accepting that and I don't have any trouble working that way with them". There was one exception, of course, and that was "the actual classroom supervision". He indicated that he rates supervision very high as a priority but that "in actual fact, it comes down very low on the list because of time constraints". He did consider, however, that the time constraint may be an excuse that "it's so convenient for me to say I just don't have time". When asked if he would find more time if he felt more comfortable with supervision, he said

> Oh yeah, absolutely. I think it's something I'd like to do and I think it's something that the teachers would like me to do if they understood what I was doing and why I was doing it and what they could get out of it. Again, that's what I'm hoping I'll be able to get out of this class. If not, then, I'll be back to square one.

Garry's problem or insecurity in supervision, it seems, was not supervision itself but his inability to provide appropriate and useful feedback for teachers - a feeling of uselessness and a matter of credibility perhaps. This problem appeared to be rooted in a lack of knowledge about effective teaching and in poor observation skills which, in turn, resulted in unsatisfactory data and was interpreted by Garry as "poor verbal skills". When asked to explain why he had decided to register in clinical supervision training, he said

> ... because I think it takes out that very personal thing in it, you know, any contact with the teacher in this situation is a very personal thing for that teacher and you hate to touch that deep down inside of a person whereas the instruments that I've seen in that one book they seem to make it a little bit more impersonal and a little bit more plain, black and white, or less open to different interpretations.

Second Interview - Cycle 1

It was evident that the first unit of training which had included the study of some observation systems and analysis of data would be of interest to Garry. They were. Following is a summary and some excerpts of the second interview.

R: In our first interview, Garry, you indicated that supervision was one of the most difficult things for you.
G: Right.
R: One of the reasons was, I believe, that you didn't feel very fluent with words.
G: Right.
R: You felt quite fluent or you certainly appeared to be quite fluent in this -
G: In the conference on tape -
R: Yeah.
G: I was very comfortable with that, the whole situation, as a matter of fact, uh it kind of surprised me. Uh I felt very comfortable, I think Jerry wasn't but I made a note here for myself - I've got to ask Jerry why he was so nervous.

Garry thought that perhaps the nervousness was due to the VTR equipment and the camera. This was certainly a factor at the beginning for both Garry and Jerry. What Garry did not realize at the time, however, and what Jerry confirmed later during his interview, is that he was simply overwhelmed by the amount of data that Garry confronted him with just a short while before the conference. Using a modified verson of the Brophy and Evertson Teacher-Pupil Dyadic Interaction Classroom Observation System, Garry had observed the question and answer pattern and also the involvement of individual students during class. A fairly extensive analysis of the data had produced a considerable amount of statistics which Garry proceeded to explain at length. Although Jerry had seen the instrument during the pre-observation conference, he was not aware of the type of data that the instrument could and did yield.

Jerry had agreed that Garry would observe the question and answer pattern because this was of interest to him but mostly because Garry had himself suggested to use the B & E. In fact, as he admitted later, he jumped at the opportunity to use it when he learned in the pre-observation conference of Jerry's plans for a question and answer period because this was the instrument that he was most familiar with and preferred at the time. In addition, Garry did not realize either at that time that he had done a majority of the talking during the interview and that the interaction opportunities were somewhat limited. The STACS analysis indicated almost 60% supervisor talk for this conference. This left Jerry with little opportunity to ask questions, to discuss, and to get to understand the data. According to both Garry and Jerry, this was discussed in the post-mortem analysis and later on during a number of subsequent post-observation conferences on the same data.

The observation system and the data did appear to make a substantial difference in how Garry felt about this interview as illustrated by the following excerpt.

R: What made the difference, do you think, this time? You said you were much more comfortable with this interview.
G: Well, I was prepared, I knew why I was going into the room. Jerry knew why I was going into his room. I knew what I was going to do when I got there and I had something to do all the time I was there and when I left, I had something on paper that I could sit down and look at -
R: Uh huh -
G: And anlayze. I've never had that before -
R: Uh huh -
G: So I did feel very comfortable.
R: So you feel that planning, knowing what you were going to do, having observation instruments, and having concrete data really facilitates the language of and the process of the -

G: Oh absolutely because it focusses your attention on specific information rather than on generalities and value judgements. You just look at raw data and you interpret that of course but at least it's a point of focus where you don't have to say 'well, gee I thought it was a good lesson and you did well and the kids were attentive' and stuff like that.
R: So you feel that at least in this area clinical supervision has helped so far.
G: Oh yeah!

Garry was obviously convinced that the planning during the pre-observation conference had made a difference as well. Here is how he say it.

G: I think it was useful for both of us, yes, I think it was very useful to him in that he had to verbalize his plan and he had to focus on his objectives and his technique -
R: Uh huh -
G: So in order for him to be ready for his observation period, I think he had to have his lesson well planned and his whole time frame divided into those particular strategies he was going to use... I don't know if he puts that much emphasis on every class but he was ready and it was helpful to me in that I knew beforehand what I was going to see and I had an idea of when this was going to happen and when something was going to happen -
R: Uh huh -
G: So then I was ready with my instruments and I didn't have to be caught off guard and miss a bunch of things.

In Garry's opinion, this cycle was a good experience generally. The conference was good because Jerry had received some good feedback. He agreed that Jerry had been perhaps overwhelmed a bit by the amount of data and also by the whole procedure. In addition, he realized that, whereas he had gained in observation skills, he was now looking forward to the next section on conference skills.

Other changes in perceptions by Garry are noted in his first rating of the characteristics of clinical supervision in Table 4. His ratings in the column before training appear to indicate that he perceived his supervisory practices before training as having little

Table 4

Rating of Clinical Supervision Characteristics by Garry

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	2	4	5	5	5
2. teacher participation	1	3	5	5	5
3. shared responsibility	1	3	5	4	5
4. collegial relationship	3	3	4	5	5
5. objective/systematic observation	1	4	4	5	5
6. supervision for all teachers	2	2	5	5	5
7. continuity of learning	1	4	5	5	5
8. use of multi-step cycle	1	4	5	5	5
9. relate to theory of teaching	1	1	3	3	5
10a. pre-observation relationship	2	3	4	5	5
10b. pre-observation discussion	2	4	5	5	5
10c. pre-observation contract	1	4	5	5	5
11. use of observation systems	1	5	5	5	5
12. data analysis	1	3	5	5	5
13. post-observation conference	1	4	5	5	5
14. post-conference analysis	1	1	5	5	5

resemblance to the characteristics listed here for clinical supervision. In number 1, he does show a substantial shift in emphasis from evaluation to improvement of instruction as the focus for supervision. For number 2, he believes that "Jerry participated more in this observation period than any of my other teachers ever had with me before". However, he feels that participation was limited because of lack of experience and should improve in the next cycle. In number 3, he believes that Jerry's share of responsibility will also increase with experience. Number 4 created somewhat of a problem. The rating of 3 in the column before training was to indicate that, in his opinion, there has always been a collegial relationship between himself and his teachers and Jerry specifically. However, there is no increase in rating because Garry did not consider that he had become "highly competent in observation and the analysis of teaching". Number 5 showed a significant improvement in observation as did number 11 and both of these appeared to be the highlight of improvement in Garry's opinion as explained earlier. Of number 6, supervision with all teachers, Garry said "you know, I'm excited about it, I'd like to work with some other teachers" but of course he hadn't had a chance to do so since the beginning of training. Of number 7, continuity of learning, Garry indicated that

> You know, that has never occurred before. It's always been a one-shot effort with the teacher. Now, for instance, with Jerry, this one has kind of opened the door for us and although we both know that there has to be some more because of requirements, it opens the door to allow some more simply because we want it.

According to number 8 and the above descriptions, Garry has obviously used the multi-step cycle and has found it to be useful. Garry agreed that the analysis of teaching should be related to the theory of effective teaching (characteristic 9) but this had not yet been covered in training and therefore not applied in the cycle. In the pre-observation conference, number 10, Garry found that there was quite an improvement in the planning aspects. There was no difficulty in establishing a collegial relationship because of the positive relationship which already existed. As indicated in number 12, there was an attempt to facilitate Jerry's active participation but here again the lack of experience still left room for improvement. One area where Garry wanted to improve was in giving Jerry more time to analyze the data before the conference. The ratings in number 13 indicate Garry's earlier feelings that the conference had been a success because it had been planned, because of the data, and because of the improved feedback. At the time of the interview, there had not been any time for a post-mortem which explains the lack of change in rating in number 14. Garry did plan, however, to have a number of discussions with Jerry in order to review this cycle and to prepare the next one.

Third Interview - Cycle 2

The third interview occurred at the end of the second unit of training which had provided some opportunities to examine conference skills through a number of communication exercises, through the viewing and analysis of conference videotapes, and through the principal's own analysis of their first conference with the STACS system of conference analysis. By the time this interview was conducted, nine or ten of the training sessions had been completed. Principals had had an opportunity to read about and to discuss the theory of clinical supervision as a model. They were beginning to be more familiar with its basic assumptions and characteristics and they had had an opportunity to learn some observation skills and conference skills and to practice these skills during their first and second cycles of supervision. The following excerpt describes Garry's perception of clinical supervision at the time and how he felt about changes which he had attempted to make.

R: Garry, I'd like to start this interview by asking how you feel about clinical supervision how, a general question - you can lead off with anything.

G: Right, I'm finding it more acceptable, you know, the more I learn about it; what I mean to say is that I think it'll be more useful than I really had anticipated at the beginning... we've learned a lot in eight classes. We've gone through an awful lot of information and even last week in our chat with Dr. MacKay, I found that very useful too... it's going to be a very worthwhile experience.

R: Ok, let's try and be a little bit more specific, try to compare your first conference and your second. Were there things that you wanted to change and how did you make out?

G: Yeah, I did the videotape much differently the second time around because of the things that you'd made us aware of about conferencing skills and particularly the analysis of the conference with the STACS matrix; those things, you know, were in the back of my mind all the time so the comparison that I say between the two for myself was that in the first one, I was pre-occupied with the data and a large portion of the tape was made up of me explaining the data and going through the observation and I did most of the talking. In the second tape, being that we knew the STACS categories and things like that... I made a conscious effort to ask Jerry questions and let him do the talking so I think the two matrices would show a difference there, a large difference in the amount of input that I put into the conference as opposed to Jerry.

R: In the first conference, you gave Jerry a copy of the data, I think immediately before -

G: That's right.

R: This time he had a day to look at it?

G: That's right.

R: Did that make a difference?

G: I think it certainly did for Jerry, yes. We were much better prepared for the post-observation conference than we were the first time; we were a little more rushed the first time; both of us fumbling a little bit about what we were doing and our objectives were a little more clear the second time around and the data, I think, that he received was a little clearer the second time around than it was the first...

R: OK. In the first interview, you said that you would rate supervision very high as a duty or role of the principal but you also used words like you found it embarrassing, you found it threatening, for both the supervisor and the teacher, you said that this was a job that you left off as long as you could - how do you feel about that now?

G: Well, I feel the information that I've gotten now has put a whole new perspective on supervision standards and I'll be able to do it in a much more meaningful way. In the past, really I've never applied any supervision for the improvement of instruction - it's always been for the appraisal of teachers and that's what I found very very difficult and now I think with this background in clinical supervision, I can apply supervision for improvement of instruction and divorce it from appraisals and make the teachers much more comfortable and make myself more, a whole lot more comfortable...

R: You had one major concern and that was the relationship with your staff... Do you feel that clinical supervision can help you overcome that?

G: Oh yeah, I think I can wipe that out altogether and really become confident like that because I can change the whole focus of my visits to the classroom and rather than have the teachers sensitive about me being there to appraise them, I think I can get them used to the idea of me being there just to give them some feedback about what's happening... and I think the threat of some harm being dome to our good relationship just won't be there anymore.

R: Do you think that there could be an opposite trend that, with additional skills and competence in supervision, that this could even enhance the role of the principal?

G: Oh absolutely, yeah; I think the natural outcome out of this is that it's going to improve the relationship between the supervisor and the teacher if it's done properly... The teachers will be able to see my role in their classroom altogether differently in a completely non-threatening way; at least I hope that's the way it's going to happen...

R: Let's go back to your initial interview - you mentioned another problem and that was verbalizing your ideas - is there a change there?

G: Well I'm still having the problem because I find it difficult to speak in generalities and vague statements... (but) this is something to change the language altogether and we talk about very specific things and from very specific things then we can make generalizations that are a little more soundly based in fact and so the language is changed and it makes it much more easy for me...

It appeared that Garry was becoming enthusiastic about clinical supervision. He had even approached a few other teachers on his staff about clinical supervision and he reported that "I've already got a few of them prepared to start looking for things that they want me to observe in their classrooms and what kind of information they want...". He also talked about the reaction of other principals.

> I was at a principals' meeting yesterday and the subject of teacher appraisals came up and I just kind of chuckled to myself... they were saying the same old things, you know, that we don't bother going in there unless there's an appraisal due because of school board regulations and things like that and they don't like to go because they find it threatening and the teachers find it threatening and it's a real albatross to them, you know... so when that part of the conversation was almost exhausted, I just couldn't resist and I told them that, you know, if they wanted to solve some of the problems that the thing they should investigate is not appraisal of teachers but clinical supervision and they took that really well and they seemed very interested...

Regarding the time constraint, Garry had this to say.

> Right, this method will change things, no question about it, but I think it has its commensurate rewards too, and, you know, I can see it in my own timetable - I have some time available and I think I'll just have to organize that time to make this a possibility for as many of the staff as I can but it's time consuming, there's no question and there will always be a problem with us as the principal.

He was already formulating plans to undertake on-going activities with a few teachers. He would choose these himself. Those who would want to volunteer were welcome of course but interestingly enough, some of those he was planning to work with were "a couple of more experienced teachers who are making some mistakes that I'd like them to be aware of and think through this process, I can make some inroads with them too".

Garry's rating of the characteristics reflected the above feelings of satisfaction. For all but a few of the characteristics, he had used a rating of 5 as Table 4 indicates. He felt that the focus of observation was now completely on improvement of instruction rather than evaluation. His own improved conference skills had facilitated a significant increase in Jerry's participation in the cycle and sharing of responsibility for the analysis of teaching and effecting changes wherever necessary. Whatever was observed was detailed and really became the focus for the next cycle. He even used a rating of 5 for characteristic number 6, supervision intended for all teachers, because of the interest of other teachers for clinical supervision. The positive feelings about on-going discussions with Jerry about both cycles is indicated by the 5 rating for number 7. In his opinion, the whole cycle had been very successful, actually, from the pre-observation conference, the observation and analysis, the conference, and the post-mortem. There were two reservations, however. The first was with number 4. The problem there was with the working of the characteristic. Whereas his professional relationship with Jerry had improved, he was reluctant to change the rating to a 5 because of the words "highly competent in observation, the analysis of teaching, and the process connected with the cycle of supervision". He felt that his repertoir of observation techniques still needed improvement and that he needed to gain more experience with the cycle. These concerns would also explain his holding back to a 4 in characteristic number 8, use of a systematic multi-step cycle, and in characteristic number 10c, defining what is to be observed and how it is to be observed. The other concern was with characteristic number 9 where he used a rating of 3. Although he and Jerry were working at improving instruction, they were not relating this to actual research on teaching which had not been covered yet in training at the time of the third interview.

Generally, according to his ratings and his enthusiasm during the interview, it was evident that Garry was quite pleased with his experience with clinical supervision. He summed it up this way.

> ... There's been such a shift in my perspective on this whole thing, rather than supervision for appraisal, you know, supervision for all teachers, for their improvement, and supervision which ensures continuity of learning for the teacher - that is more the focus of what we're doing now and the use of the cycle - of course, that's there...

He had no significant problems and really had not had time to give any thought to what could be improved and how for the third cycle.

Further probing was intended to ascertain what had happened to his relationship with Jerry. Garry admitted that both he and Jerry may have been a little threatened and defensive at the beginning about discussing one another but that, as far as he was concerned, he had not been conscious of it and that their relationship had not been affected. In fact, Garry believed that their relationship had "expanded" because they had found "other meaningful things to talk about".

The first three interviews with Jerry will now be reported and there will be some further comments about Garry later during the fourth and last interview which was conducted jointly with both Garry and Jerry present together.

Jerry - Co-operating Teacher

Jerry was a junior high teacher with twelve years of experience, three of them in his present school. His formal training included a Bachelor of Arts degree and the equivalent of one and one half years of education training. He agreed to participate in order to help out Garry because of their personal relationship, but also because he wanted to find out more about clinical supervision. He had been introduced to it earlier as a newcomer in another school jurisdiction some six years ago. This was part of the jurisdiction's attempts to de-emphasize the "evaluations" approach to supervision and to promote peer supervision. Any teacher in the district could volunteer for the one-week seminar. According to Jerry's description, the first half of the seminar was on "psychology" (knowing yourself and communicating with others) and the second part was on the "nitty gritty" of clinical supervision: pre-observation - what the teacher wants you to observe; observation - recording with data systems; post-observation - for a feedback period. Jerry thought that this was really worthwhile but never really got to use it during the year (he was the only teacher to volunteer from his school) and didn't know what happened to the program because he left the district at the end of the same year. Jerry had this to say about this supervision approach.

> J: I felt really good about it and I think I would really like to have used more of it myself as a teacher except I felt that I was weak in the area of going out into a teacher's room and making some, gathering research on what I was supposed to do, therefore I hedged at that time about going into another teacher's room; I think I knew how to get into a teacher's room, I think I knew how to approach the teacher and make them feel good about themselves and their teaching, but then I don't think I knew enough about giving them feedback.
>
> R: How about collecting data?
>
> J: Collecting data and giving them feedback - I felt very, you know, that's my weakness in the whole area, therefore if I were better able to gather information and give feedback, I would feel that would be just a super thing to include in a school...
>
> R: Do you think teachers would go for something like this generally?

> J: I think if we all became more aware of the whole thing and what was happening like why the person was going to come into my room, what kind of information are they going to gather and they were going to give us feedback on that information, I think teachers would really go for that...

First Interview: Pre-training

Jerry's perception of his present jurisdiction's policy on supervision and supervisory practices were much the same as was reported in the general summary for teachers. He says that

> I think it's too formal and I think it becomes so obvious that it's just used to be placed in a file and sent to another office or some place and I don't think it's really a fair evaluation because it's only a forty-minute evaluation so, you know, it's not the best type.

The current practices had been unsatisfactory to him mostly because he had received little or no feedback from the observations. He did not get much help as a new teacher. He wished that he had received more help with curricula, discipline, and wished that someone had given him some feedback about his teaching and helped him with it. He would prefer a more positive, encouraging and helping type of supervision. He was of the opinion that subject area assistance should come from subject specialists but that general help with teaching methods, knowing the students, and class management should come from the principal who is in the best position to know his school and his teachers. He shared the perceptions of others about the uneasy feelings about current practices. He was quite impressed with the potential of clinical supervision and when Garry asked him to participate and he realized that what Garry was going to be involved in was clinical supervision, he had no hesitations because, as he puts it,

> ... One thing that I do want to learn more about is, OK, I'd like to get some help in the way of improving my instruction, but I think more than that I'm keen in trying to figure out how Garry is

> going to gather research on what I, what we mutually agree upon... I'm weak in that area personally and I'm quite keen to see what he does, what kind of charts or whatever he keeps on me and I'd like to look at those charts and maybe give me some idea later on if I become interested in doing this, you know, it would be a stepping stone for me... and that's my personal interest in this.

It is interesting to note how Jerry's interest for first hand experience with data systems corresponds with Garry's need for such systems. This will be discussed again in the context of the second interview. There appear to be no problems at this time for Jerry who, it seems, was anxious to get into the first cycle experience.

Second Interview: Cycle 1

The points raised earlier about feedback during the first conference were confirmed as follows by Jerry during his second interview.

> R: Towards the end of the post-observation conference, Garry asked you if you had any other questions or suggestions for follow-up.
> J: Right.
> R: And your answer in both cases was no... I had a feeling that an awful lot had been laid on you by that time and that perhaps you wanted to go and sit and analyze this.
> J: Right, I think, yeah, there was quite a bit, you know, of information thrown, not thrown at me, but sort of presented to me and uh I just was trying to let it sink it and to try and figure out myself OK what question do I have next about, you know, about what I've got presented here and so like right now, I can sort of think of well at least three areas that would be of interest to me just based on what we had done...

It appears that, through lack of experience, the pre-conference may have been incomplete. Garry and Jerry both gained from their discussion of the lesson plans but it was Garry, it seems, who 'guided' the decision about what to observe and what instrument to use. Jerry had some thoughts of his own before the pre-observation conference.

> ... Before the observation, I'd discussed that with him but... when I look back now, that seemed to be what I was most concerned about in the whole of my lesson and yet we didn't zero in on that particular topic and when I look back, you know, that's what it was all about.

Jerry did not remember seeing the B & E observation system during the pre-observation, and had no idea of the type of data it would provide. It appeared that he did not say very much during the conference because he was really overwhelmed with the feedback, a feedback that perhaps he had not anticipated, which in turn had precipitated a reaction that Garry interpreted as "nervousness".

In spite of these difficulties, it seemed that Jerry was quite happy with this first conference.

> ... I feel pretty good about it, I think I learned a lot about my class and I feel good about that. I learned such as who works together in a group, I think that's one of the big things I've learned as a result of this... He also gave me feedback as to how individuals, who is productive in their work, who is unproductive in their work, and that was a good thing for me to know...

He did have a need, however, for further discussions about the data. Whereas the data had given him 'general' information about which students were productive or unproductive, Jerry would have had some questions about "the finer things, like what they do with their time..., who do I ask questions to, do I always ask a few..., do I involve most people in a discussion, etc.". Although there was no discussion of research on teaching during the conference, it appears that Jerry was zeroing in on some specifics of effective teaching as areas for improvement.

Jerry was asked if he thought other teachers may be interested in this type of approach. He thought that at first they be "a little apprehensive" but based on his own experience, he thought that

> ... I think it's sort of a thing that can grow on you because like right now I've got that question, well who in my class is doing what while I'm teaching... I'm kind of enthusiastic about it right now... and I think a lot of people would be interested in getting that kind of feedback back because it's interesting.

However, Jerry felt that the time required for clinical supervision may be a deterrent for teachers and that some form of release time "would be really an incentive to want to do it". He felt that clinical supervision would really tie in well with professional development because "it's growing, you know, you're growing, you're growing in your teaching and in your techniques and you'r changing...".

It is interesting to note in Table 5 that Jerry's ratings of the characteristics before training were very similar to Garry's indicating that he, as well, and perhaps more so, felt that supervisory practices before training were not at all as the characteristics describing clinical supervision here. The only difference which may have been significant was his rating of 1 on collegial relationship as opposed to Garry's 3. This was explained by the fact that Jerry's rating of this characteristic was based more on the second part of the statement - the competence in observation - rather than the "type of relationship". His ratings for the first cycle were considerably higher in most cases than Garry's. It would appear that he perceived a much greater change in style between the two than did Garry. According to his ratings, the only two other characteristics which could be improved are number 5, objective and systematic observation, and 10a, pre-observation conference to develop a collegial relationship. In both cases, it would appear that he was looking forward to "more involvement by myself..." in the future. His rating of 5 on characteristic 9 referred to "an effort to improve" rather than to any reference to research on teaching during the conference.

Table 5

Rating of Clinical Supervision Characteristics by Jerry

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	1	5	5	4	4
2. teacher participation	1	5	5	4	4
3. shared responsibility	1	5	5	5	5
4. collegial relationship	1	4	4	5	5
5. objective/systematic observation	1	4	5	5	5
6. supervision for all teachers	1	5	5	5	5
7. continuity of learning	1	5	5	5	5
8. use of multi-step cycle	1	5	5	4	5
9. relate to theory of teaching	1	5	3	3	5
10a. pre-observation relationship	1	4	5	5	5
10b. pre-observation discussion	1	5	5	5	5
10c. pre-observation contract	1	5	4	5	5
11. use of observation systems	1	5	5	5	5
12. data analysis	1	5	5	5	5
13. post-observation conference	1	5	5	5	5
14. post-conference analysis	1	5	5	5	5

Jerry was quite pleased generally with the first cycle. He found the feedback helpful although he would have preferred feedback in some other areas. He was looking forward to greater participation in the next cycle which appeared to coincide with Garry's intentions to encourage such participation as a result of the training unit on conference skills.

Third Interview: Cycle 2

There are two main reactions to discuss about the third interview with Jerry - his reactions to the second cycle and his ratings. The following excerpt explains his feelings and reactions to the cycle itself.

R: Jerry, I'd like to start this one by asking you how you feel generally about clinical supervision after two cycles...

J: I feel pretty good about it; I've gotten back some very good feedback the second time and I really feel that it's becoming, at least for me, it has been now a tool that sort of helps me improve my own awareness within my classroom of what is going on and hopefully, you know, once I become more aware of things that are going on in my room, it'll help me become a better teacher.

R: You main concern in the first interview was for feedback -

J: Uh huh -

R: And the fact that the feedback you had before was not that valuable; in the first cycle, you got an awful lot of feedback and one of the words that you used was that you were a bit overwhelmed -

J: Uh huh.

R: How was it this time?

J: This time, I think it was really good; I think Garry and I both zeroed in on and agreed upon focus and it's what I wanted him to look for, you know, I wanted to find out what my students were doing, who was approaching my desk, who was asking questions and why they are asking these questions, you know, and so I mentioned this to Garry... and so it's basically what are the kids doing, who needs extra help from me is what we were going to look at.

R: It was a natural follow-up to the first.

J: It really was, yeah.

R: What were the main differences between the first and the second, Jerry?

> J: Well, I think in the first one we sort of agreed we were trying to do too much and when the feedback came back, I just, I didn't know myself how I would use what had been analyzed... and so the first one got us going, the second one I think sort of came up with some answers and I think that's the big difference between the first and second one because I really got some definite feedback and answers that I felt, hey I can use this, hey you know I know a little more about this child so it was helpful in that respect, the second one.

Jerry was asked again how he thought other teachers would react to this type of supervision. He replied

> ... I'm sure other teachers would be apprehensive the first time but then once the person is in there and you get some feedback based on what you asked him to observe and you find out that hey, you know, this person actually did dig into something that is worthwhile and I'm interested in, I can use this data... I think you'll overcome this apprehension...

Regarding the amount of time required for clinical supervision, Jerry felt that the situation could be improved considerably if it were not for the videotaping and interviews for the project, etc. With experience, some ways could be found to save time. Conferences between the principal and the teacher could be less formal, perhaps abbreviated, and done on an occasional and on-going basis during recess, noon hours, and after school, etc. The main factor would always remain the element of satisfaction as far as he and other teachers were concerned. If the feedback was good and helpful, teachers would be more willing to find the time.

The ratings for cycle 2 in Table 5 support the feeling that there was considerable identification again with the characteristics of clinical supervision and considerable satisfaction with the second cycle. For example, in characteristics number 1, 2, and 3, Jerry had the following comments about his ratings of 5.

> Well, I think I became very much aware of the fact that this time there was no evaluation at all... Definitely the feedback I got certainly got me thinking about how I could improve things within my classroom... I just became more aware of what clinical supervision was now and that, you know, it definitely blocked out any sense of evaluation and brought in the whole idea that we could look at observation data... and I could use that stuff so, you know, definitely I became involved in the process... I told Garry what my interests were, what I wanted him to watch; he came in and observed, I never felt that he'd evaluate me at any time, so I went ahead and did... what I wanted to do...

All but three characteristics were given a rating of 5. The rating for characteristic number 4 was reduced from a 4 to a 3 because of what appeared to be a disagreement with the concept or the working of the concept. Jerry agreed with the first part - the trusting and collegial relationship between two equals - but he objected to the reference to "different competences". He said

> That bothered me quite a bit. I put a note saying 'no we don't really have different competencies, maybe we have different purposes'... I think it's suggesting that one is totally competent here and one is totally competent there, and I see them both being sort of overlapping and I think that's why I put a 3 there...

Characteristic number 9 was also rated a 3 and the reason is that, even though Jerry had really been looking at improving his instruction, he realized the meaning of the statement this time and indicated that there had been no reference to research on teaching.

The rating of 4 for characteristic 10c, defining what is to be observed, refers to the fact that Jerry had not seen the observation instrument during the pre-conference. There was agreement on the fact that Garry was to develop an instrument to observe what had been agreed upon but Jerry had not seen it before the observation.

Jerry appeared quite satisfied with this second cycle. He left the impression of becoming more of a participant, more assertive, and more directive in the process. There were no major problems or concerns at this time and there had been no discussion of the details of the third cycle.

Garry and Jerry had worked so well and so closely together until then that the researcher decided at this point that the interview for the third cycle should be done jointly with Garry and Jerry. This is reported in the next section.

Garry and Jerry - Joint Interview, Cycle 3

Three main areas were covered in this last interview: general perceptions about clinical supervision at this stage of the project, 2) feedback from Garry and Jerry about the applicability of research on teaching to practice, and 3) some discussion of the ratings.

The general impressions of clinical supervision were still very positive and the comments similar to those obtained in previous interviews.

R: Garry and Jerry... how (do) you feel about clinical supervision now?
G: I'm really excited about clinical supervision and I think some of my colleagues are beginning to get that message... It's done things for me that I really needed and so I'm very much in favor of clinical supervision and I know it now and I would really be interested in following it up with more study and using it a lot more in my own situation.
R: Jerry?
J: From my point of view, the teacher's point of view, I think that clinical supervision is really exciting as well; I have to agree with Garry, it's really nice, it's a nice feeling, like I felt good to have Garry come into my room with a purpose and look at the class and give me some feedback on something because I know I've looked over these sheets periodically and I still keep them and it's just a good feeling to have something that has been done in your classroom.
R: OK (Jerry), you talk about a very specific purpose for each observation.
J: Uh huh, yes.
R: And you found that satisfactory?
J: Very much so.
R: And helpful -
J: Really, really helpful, yes.

R: What about the general purpose of supervision - we discussed that earlier in the interviews, the emphasis before being on evaluation - how do you feel about that now?

J: Well, I think there's still an element of evaluation probably that pops up but there's also I think stress on improving teaching, improving instruction and that's what I sort of get the feeling that it's about...

R: Garry, can you comment on the improvement of instruction from your point of view?

G: ... It was really great working in a situation like that with Jerry because from my point of view, there was never any threat of having to make an appraisal and so it showed me how I can go into a teacher's classroom comfortably and it's given me ideas for putting other teachers' minds at ease when I want to see them. ...

R: You said at the beginning that you've become an advocate, a disciple of clinical supervision with your colleagues. Could you be a little bit more specific about this?

G: It's very simply a personal thing. If you remember in our first interview when we talked about the role of the principal in supervision, I said that I almost never did it except at those times when appraisals needed to be done... Now clinical supervision I think has given me a vehicle to remove that uncomfortable feeling and I can go into a teacher's classroom with a specific purpose in mind... and that just makes me feel so much more comfortable that I think even on those teachers where appraisal is necessary, I can use this process to gain a tremendous advantage with that teacher... I am assuming for instance that if a teacher has specific areas that need improvement, drastic improvement because the teacher is a weak teaching or something like that, then this process will help us to discover them. It will lead us into areas of alternatives for that teacher... but if the teacher rejects to use any of the information that we discovered together, then you're going to have a tough time, you know, an appraisal will be a negative appraisal.

Regarding research on teaching, it appeared to be difficult for both Garry and Jerry to relate how research and theory could be applied practically and specifically during the process of supervision. They could give specific examples of how observation and analysis had resulted in certain changes in teaching and consequently in more productive work by students. But this, it seems, had been achieved without any thought to or reference to specific research findings discussed in training - Texas Principles, California Principles, Project Quest, etc. Both Barry and Jerry agreed that, somehow, there should be a link between teaching, supervision, and research on teaching but neither could relate to any specific applications beyond their own intuitive moves or situational decisions. For example, it was decided that Garry would use the Flanders Interaction Analysis System to observe Jerry because, as Garry explained it

> In our previous observations, we had focussed on the children and we observed the kids mostly. This time, we wanted to observe Jerry to see what his behavior was, and we were concerned a little bit, I think, Jerry, about giving directions, the length of time...

What had motivated the decision to observe the teacher? Was there a real concern for giving direction? Had there been any reference to research about effective strategies in giving directions? What required information would FIAS yield? Garry and Jerry could not specify. Garry summarized it this way: "I don't think that we're sophisticated enough to be able to make that inference or decision yet". He admitted that he had decided to use FIAS and added that "I'm not sure how the results of that relate to theory of effective teaching you know, that's where I get stuck". He had made the following comment earlier.

> How the theory of effective teaching is applied I'm not really sure, you know, how all that fits it - I know it's there but I think that just the fact that a teacher and a supervisor are examining the process, and in examining the process, they are evaluating the process and they're searching for alternatives and they're looking to see what works and what doesn't work and surely that has to be the biggest help.

Jerry had specific questions such as how much time should be spent on it, when and how should directions be given, etc. He could of course not relate to research on teaching because he had not been in training but he could see a need to "look into it a little bit further...". At the time, what appeared important to them was the fact that "through the analysis of what we're doing we will see what is effective and what isn't effective...". In retrospect, the researcher and understand that they could not be expected to go much beyond that because the training period in this area, especially the application portion of it, had been abbreviated. Garry summed it up this way later in the discussion of the ratings.

> ... I don't think you can disagree with that statement. In our process here with Jerry and I, I rated it a 3 and I don't think we made that relationship, maybe we did but I don't feel good because I didn't know how to do it but it's certainly something I can't disagree with you.

Jerry used a 3 rating again on this characteristic for the same reason as before, but he showed a 5 under agreement as did Garry which appears to support their earlier statements that there should be a relationship between research and practice.

Ratings for both Garry and Jerry appear to indicate considerable satisfaction in the application of the characteristics in cycle 3 and almost complete agreement with all of the characteristics as desirable for supervision in general. In Table 4, Garry shows complete agreement with all the characteristics. For cycle 3, the only rating of less than 5, other than characteristic 9, was characteristic 3, equal sharing of responsibility by the teacher. Garry had this comment to make:

> ... But there really was no problem there with Jerry... we did a lot of that, we did a lot of talking about what went on and what we could do in the future and Jerry, in some cases, spotted things that he thought he could change so I don't know why I went to a 4 there, I really don't; I can't remember.

Table 5 shows that Jerry was in agreement with all the characteristics except that he used a 4 rating for characteristic number 1 indicating that, in spite of the ideal situation, "there have to be, you know, some evaluations sometimes...". He also used a 4 under agreement for characteristic number 2 because, as he indicated, he was "looking at it through a narrow little way..." in which the principal is in the final analysis responsible for supervision. His ratings of 4 for these characteristics under cycle 3 probably reflect the same reasons. Jerry believes that his participation in ~~the last~~ training session and the discussions of problems of supervision probably had something to do with his change of mind here. No comment was recorded for his use of a 4 rating for characteristic 8, use of the multi-step cycle. Jerry's ratings of 5 for the other characteristics appear to confirm his satisfaction with cycle 3.

In summary, cycle 3 appears to have been another very positive experience for Garry and Jerry. Some of the earlier frustrations and lack of skills had been overcome with experience and it appeared that the supervision process between the two would continue even if the training project was completed.

Summary - Case Study 1

The clinical supervision experience appears to have been a very positive one for Garry and Jerry. Each of the three cycles, it seems, improved their perceptions of the advantages and possibilities of clinical supervision. Garry's reactions to the concept of supervision and especially to the skills were enthusiastic and at times bordering on elation, it seems. Jerry's reactions appeared to be a mixture of curiosity at the beginning and later of personal and professional satisfaction. The only problems and frustrations which they encountered were due to lack of experience with this approach.

Effecting a shift in emphasis from evaluation to improvement of instruction was quite easy. For Garry, the shift was a welcomed one because he had found the previous emphasis on appraisals odious. In his opinion, this approach would alleviate his worst administration problem. It would also improve the relationship with his staff and perhaps even add a more professional image. For Jerry, the change was a welcomed one as well because it would give him an opportunity to get some good feedback, an opportunity to really examine what was happening in his classroom. He was left with a feeling in the back of his mind, however, that 'evaluation' could not be eliminated completely.

There were no major problems in the development of 'colleagueship'. Garry and Jerry had always had a good working relationship. Clinical supervision would give them an opportunity to intensify this professional relationship with a new direction and new skills. When it was suggested to them that some people believe that principals cannot achieve a trusting and collegial relationship because of the authority role, Jerry said

> I totally disagree with that... and I just don't believe that; I think that, I can't see any reason why they can't be... I feel that he can do that with anybody and be just as successful.

Garry added that "the threat of exposure is still there and it will be very real for most teachers; this procedure tends to minimize that threat". What was interesting, however, was the fact that Garry planned to use clinical supervision for appraisals as well. The process would help find alternative strategies for teachers. Should a teacher fail to respond to the need for change, the appraisal would be a negative appraisal substantiated with data.

In theory, Garry and Jerry both agreed that supervision and the analysis of teaching should be related to the theory of effective teaching. In practice, however, their experience with the application of this concept had been almost a complete failure. There had been no reference in the conferences to the handouts on research on teaching. Although they had in their own minds succeeded in making teaching more effective, they could not, for lack of training and experience, relate practice in the classroom and the conferences to theory. What was most interesting in this area was the implied suggestion by Garry that attempts by a supervisor and a teacher to observe, to analyze, and to determine what is effective in a particular classroom is research in itself. From Jerry's point of view, this was a source of professional satisfaction. There did not appear to be any difficulty in identifying possible needs for change in teacher behaviors. In fact, he was always interested in feedback and suggestions. He appeared to be conscious of the need to be aware of what was happening in the classroom. Clinical supervision was an excellent opportunity and approach to do that.

Developing and using more effective and systematic systems for classroom observation was evidently the major highlight of Garry's exposure to clinical supervision. The use of observation systems eliminated his one and only major problem in administration - providing feedback to teachers - by providing him concrete data to talk about. This in itself appeared to have a significant impact on his changed outlook on supervision.

Developing improved conference skills appeared to be the next major highlight for Garry. He not only had data now to avoid passing judgements but he could involve the teachers in the analysis and discussion of this data. This was seen as another dimension which could help maintain the relationship between himself and his staff, a goal which appeared to be of prime importance to him.

The time requirement did not appear to be a problem for Garry. The skills had so improved his experience with supervision that he now wanted to include other teachers even if this meant rearranging his priorities.

> ... It's not a big problem. I think it's a disadvantage because it takes the time but it's not a big problem if you can deal with the time... It depends on the priority you place on supervision to be able to make time; it's always been a very low priority with principals, all the principals I know; it's going to change my priority very drastically, it'll be one of my highest priorities now... so in terms of time, it'll mean an adjustment in time management and so then it won't be a problem anymore if I make this my first priority...

As for Jerry, he felt that, without release time, teachers could not become involved to any significant extent.

Overall, the effects of Garry's exposure to clinical supervision were very positive. In his own mind, he had overcome one of his major administrative problems and had found an opportunity to improve his educational experience, his image perhaps with his teachers. Jerry had looked for feedback and had found it. At the same time, he had found a satisfying way of looking at his teaching. And, as a side benefit, he had had an opportunity to become more familiar with observation systems, something that was missing in his previous exposure to clinical supervision.

Case Study 2: Tom and Vera

Tom - Participating Principal

Tom had five years of experience as a principal, four as a vice-principal, and a total of fourteen years of experience in education. His five years of teacher training included a B. Ed. and a diploma in educational administration. He was presently in a school of slightly over four hundred students with a staff of nineteen and a half teachers. His general information sheet indicated that he had taken courses in personnel supervision, supervision of instruction, effective teaching, and classroom observation. No details were provided. He indicated that he had done some reading of literature in supervision during the past two years and added the comment "more leaning towards finding method, to improve supervision of personnel. Did not find anything too satisfying." There had been no reading of literature on effective teaching and no previous experience or exposure to clinical supervision.

The researcher's log for the first interview included the following comments:

1. Tom approached this in a businesslike manner. He has already selected a co-operating teacher - a first year teacher in his school. Tom told her that she needs an appraisal, that he is looking at a new approach to appraisals, and would like to combine both.

2. His main interest is for appraisals... Tom considers himself among "young principals" who think an organized system to appraisals is required, not only because of the above reasons (not well organized at the present time) but also as he says, "I'm big on helping...". He also talked about some teachers who need help before it is too late.
3. Expectations - He wants help to be more successful - "to make me feel more comfortable", "to get away from value judgements and opinions - there are no problems with good reports but we must substantiate our comments in the case of bad reports".

Tom saw mutual benefits in this project. He was "very interested in new skills and competencies for appraisals" and he was prepared to give the required time.

First Interview: Pre-training

The first interview revealed that Tom was quite aware of the district policy for supervision. He described in detail and later made a copy available to the researcher. He appeared to approach this matter in a rather businesslike manner. As he saw it, the principal carried some weight in supervision.

> R: Would a teacher getting a permanent certificate or contract then depend on your recommendation?
> T: Yes, as well as the superintendent's.
> R: What weight do you think your evaluation would have in decisions?
> T: Very high.
> R: Very high?
> T: Because as I say the superintendent would not come out more than twice whereas I might see the teacher ten times or more... Often I will see a teacher more because I do make it a habit of walking through the school every day and popping my head in to see how things are going...

When asked how he felt personally about supervision or his responsibility as a supervisor, Tom replied:

> I think it's a very necessary aspect of the role of the principal - how the school is organized, how people fit together and how people work together, extremely important that way...

But there were problems in the present system as he saw it because the final decisions were made by central office.

> T: You have no choice in who you will take sometimes and you have to work with people that you may know in advance or you may know about sometimes and I guess the word I'm looking for is that you feel in advance that they wouldn't fit and that makes it difficult...
>
> R: Is this a difficulty for you on a personal basis or from an A.T.A. collegiality point of view or both?
>
> T: Both because first off, you know, I'm an A.T.A. member, I am a big participant in A.T.A., I feel I'm a very strong member and, of course, I have problems beginning from that area, but then also I have the other role of principal who is the agent of the school board and you're wearing two hats and it's very difficult to wear two hats. I'm going to leave it at that.

When asked if he was looking at supervision more from a "line" point of view, Tom indicated that, although he had spent more time working with teachers in the appraisal function, his emphasis was always "helping them capitalize on their strengths and organizing the school, the program in such a way that we capitalize on their strengths...". Regarding the role of the principal in supervision, Tom answered

> I think it's crucial, I think he must do it. I think it's crucial in the fact that without the supervision of the teachers, the principal loses contact as to what is happening in the classroom... I can't see it as something being left out.

His main function in supervision, as he saw it, was "to facilitate the teacher's role in the school". He was "quite satisfied" with the amount of time he could spend on supervision - approximately 40 to 50% of his time. As he put it, "I don't teach this particular term as yet, you know, 40% of a day for sixteen classroom teachers is a lot of time and it gets to the point maybe where you're there too often...". In the final analysis, however, he would have to see only two people for appraisal [illegible]poses and as far as the others were concerned, he felt that

> Because I've been in this school beginning my third year, and I know the other teachers... and it's a matter of just sitting down and talking with them, visiting their classrooms, keeping in touch...

The major difference in supervision as far as Tom was concerned was "coming to grips with the personal contact with the teacher during the appraisal time". There were no problems with occasional visits to the classrooms or "contacts" as he called them but in his experience,

> When it comes to the appraisal portion, it is a very difficult time for the teacher, it is a very difficult time for myself... but even when things have gone very well, teachers are really uptight, and you can almost see, when they read the appraisal and we go through it, kind of a tremendous relief, you know, like that things are actually alright...

In spite of these apprehensions, Tom thought that

> All teachers are very much in favor of it (supervision)... I think that what they find most useful are the contacts, the visits, the visits that you may point something out - they'd say 'gee, I never thought of that, thanks for mentioning it...'

Tom felt that the techniques that he had developed for supervision had worked well, mostly because he had moved from school to school fairly regularly and, as he acknowledge, "you can use the same thing because the people are different". But, at the time, he was going to be in the same school for a third year and, therefore, he was "looking for something different, not the same old hash that we have been talking about and doing before, something innovative, something different... something else that might catch the teacher's eye...". The reason he was considering the proposed training in clinical supervision was to "look at alternatives or develop a new technique of supervision, especially one that would make the teacher more comfortable and myself more comfortable". He indicated that he didn't know much about clinical supervision but it would be "another method and another tool...". More specifically, he was looking for

> ... An alternative that would help me sit down with the teacher and say 'OK here are the kinds of things that I think are important and that should be looked at', things that the teacher and I could look at together and come to some kind of agreement as to what is important and maybe what isn't important and then proceed from there with the appraisal procedure and then, through visits, discuss what is happening and that sort of thing and then ending up in the appraisal procedure.

Of the proposed units of training, he felt that "observation is, of course, key. I think it's a very important part of the appraisal procedure...".

"Appraisal", it seems, was a major concern for Tom. What he was looking for was techniques to make this duty less uncomfortable for himself and for his teachers and more helpful for the teachers.

Second Interview: Cycle 1

During the second interview, Tom admitted that, after his initial exposure to clinical supervision and the first cycle, he had

> some difficulties with the concept because I think that I was expecting something different... and I was always looking for appraisal techniques... and kept looking at clinical supervision in those ways, and as time progressed, I found that clinical supervision wasn't really meant for appraisal... but working with teachers to improve their instruction... and initially that caused me some kinds of difficulties in getting things straightened out in my mind.

He felt that if the information obtained in clinical supervision under a trust and collegial relationship was used for an appraisal, then "you violate that kind of trust and I think that could create a problem... if you're going to use it for both". His suggestion was to "use it strictly for the improvement of the teaching and to keep the appraisal separate". He felt that his choice of Vera as a co-operating teacher was "creating some difficulties". He had re-evaluated his approach, had discussed it with Vera and had told her that what was going to be done in clinical supervision would be kept separate from the appraisal he would have to do later. He acknowledged that he had "confused her to some extent at the beginning as well as myself in saying that this was a technique for appraisal" and he realized that there may be continuing difficulties in the cycles and relationship with Vera because she could not forget that in the end, Tom would still have to write a report.

The following dialogue will give some idea of how Tom felt about the trust and collegial relationship characteristic of clinical supervision as it relates to the role of the principal.

T: I think it's very important and I think it's one that has to be cultivated before you're going to have any kind of success with this particular technique. I think it's extremely important that the key people involved are working together.
R: Uh huh.
T: That's the key thing, not one against the other but working together.
R: Do you think the principal can achieve a relationship like that with his teachers?
T: Oh yes (silence), difficult because of the more than one hat that the principal has to wear but I think that if clinical supervision is discussed and explained and worked on together, I think that it has a long way to go...
R: How do you feel as a principal to open yourself up like that?
T: I think I feel good about it, you know, I think that if I'm going to expect a teacher to open herself to me, I have to be able to open myself to the teacher. I think they have to know exactly where I stand as I have to know where they stand and this just facilitates working together.
R: What does this do to your image as a principal?
T: I guess it changes it..., if people have thought of the principal as being the complete and overall chief who makes all decisions and so on, it changes their opinion in that they realize that they can now talk about problems, they can talk about what is

happening in the school, that maybe together decisions can be made.

R: Do you think there's going to be an influence on the overall school?

T: Yes, I think there are carry-overs, other than just strictly the improvement of teaching.

R: And this is due to what, Tom?

T: I think it's the developing of a collegial relationship, one that is based on trust, one that people understand what we're trying to do, that we're all working together for the benefit of the student and the teacher and, if we do that, generally everything must be better or should be better for everybody concerned...

R: But after trying to establish a trust and collegial relationship like that, how do you maintain your line function, your accountability, authority, responsibility?

T: I think the teacher must know this beforehand. I think that they must know that even though this is an attempt, they must realize and accept their role as a teacher, and they must accept my role as the principal, like I have certain responsibilities, that I cannot shirk, I cannot put to the side or anything of this nature and the whole technique of clinical supervision does not override any of these responsibilities. That must be made clear at the beginning...

R: So what you're left with is kind of psychological contract with your teachers whereby you have your role to play and they have theirs but there's a large area in common which is instruction where you both can share.

T: Yes, obviously. But I would like to add this comment... that this clinical supervision method would work much better if you had someone other than the principal working within this particular technique, for example, in our system, if people had the time, the assistant principal could work in clinical supervision where his responsibility would be to work with the teacher as, you know, being away from the line authority to some extent where he doesn't get involved in making appraisals and that sort of thing...

Generally, Tom indicated that he was "quite impressed" with the five-step cycle and the various techniques. He had already made plans to use some of these techniques as he visited other teachers and he was thinking of developing "some sort of observation forms that will make me more objective". He though that he had become "already quite a bit more objective" rather than to go on "perceptions as in the past". This approach has also made him think more about improving instruction.

He had always "had this in the back of his mind... but it always seemed to be a one-way street" whereas now it had become "two people working together in a situation of trust and understanding". And, finally, data analysis and pattern identification was something that he had never done before and found quite useful now.

Tom had discussed with Vera and thought that they could iron out the orginial misunderstanding. In his opinion, Vera was somewhat disappointed about the conference because she was expecting Tom to give her his opinion and it didn't happen that way. Tom felt that he "kind of fell down in the conference" because he initiated a lot of the discussion and had not encouraged Vera to participate. The STACS analysis indicated that in fact supervisor talk accounted for 60% of the conference. Tom felt that Vera could not compare clinical supervision and traditional supervision because he thought that she had never experienced supervision before.

Aside from the early misconceptions about clinical supervision, there were no other major problems. It would be a matter of getting more skills and more experience. On the other hand, he felt that this was "something that one's doing to have to work out... as to how much you can do and with how many people".

Two comments will explain Tom's first rating of the clinical supervision characteristics in Table 6. First, nine of the sixteen characteristics before training were rated 3. The reason offered by Tom was that, although he didn't know about clinical supervision, he had always had some of these things in the back of his mind. The second comment relates to the high number of 5 and 4 ratings for the

Table 6

Rating of Clinical Supervision Characteristics by Tom

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	1	5	5	5	5
2. teacher participation	2	4	5	5	4
3. shared responsibility	2	4	4	4	4
4. collegial relationship	3	4	4	4	4
5. objective/systematic observation	1	3	4	4	4
6. supervision for all teachers	3	5	5	5	5
7. continuity of learning	3	5	5	5	5
8. use of multi-step cycle	2	4	4	5	5
9. relate to theory of teaching	3	4	4	5	5
10a. pre-observation relationship	3	5	5	5	5
10b. pre-observation discussion	3	5	4	4	5
10c. pre-observation contract	2	4	4	4	5
11. use of observation systems	1	4	4	4	5
12. data analysis	3	4	4	4	5
13. post-observation conference	3	4	5	5	5
14. post-conference analysis	3	4	5	5	5

first cycle. After reviewing the videotape and some discussion, Tom agreed that the high ratings reflected more his intentions, his attitudes, and agreement with the characteristics than the actual practice. In his own words, "the whole thing here is that more practice, more experience will eventually make me, I guess, more proficient in achieving that kind of higher rating".

Third Interview: Cycle 2

The third interview revealed that Tom may have had some ambivalent feelings at the time about clinical supervision after the second cycle. Earlier in the interview, he indicated that clinical supervision was "beginning to be a much more positive experience" for himself and, from his impressions, for Vera as well. He saw much benefit in the positive approach of the clinical supervision process but he had two concerns however. The first was that he had not mastered the observation techniques and the skills required in each step of the cycle. That could come with time as he saw it. What he needed was more practice and experience. The second, a more significant concern from his point of view, was the time involved. Considering his other responsibilities, he though he may have difficulty finding time to undertake this with other teachers. The process with Vera and the complications of videotaping had dampened his enthusiasm somewhat it seemed. He did, however, indicate later in the interview that he had tried the process with other teachers and indicated that "surprisingly, it worked much better with them than it did with Vera in the first time and I thought I spent much more time with Vera". And, after some discussion and review of his conference videotape, the positive feelings appeared to return as indicated in the following exchange:

T: Yes, I feel very positive about the possibilities of clinical supervision.
R: And barring the time constraint, you think you will continue to use this later on?
T: Most definitely. Basically I just think there are too many valuable things not to use it, too much to be gained and again I think time constraints, you know, it is a concern of mine right now, but I think a lot of the time is because of not being experienced enough to have things at your fingertips and the confidence, I think, that would cut down a great deal of the time and also I think there are stages that at times can be omitted -
R: Uh huh -
T: Which would again cut down the time.
R: Do you think that perhaps you might even make more time for supervision now that you feel better about it?
T: Yeah, most definitely. Again when we talk about time, I'm basing it on the fact that right now we have to do the conferencing, we have to tape and all that, that sort of thing; nom most definitely, after Christmas, I intend to begin to use this technique on teachers that are interested in experimenting and trying this.
R: Good; you mentioned that most definitely you were going to continue because there are so many valuable things - what are the most valuable as far as you're concerned?
T: I think the most valuable, and I would have to categorize this maybe in two ways, is that we're aiming at the improvement of the teacher's teaching and we do so in developing a real trusting kind of relationship between the administrator or the supervisor and the teacher so that we are working together rather than separately or at loggerheads...

Regarding the change in emphasis from appraisal to improvement of instruction, Tom said

> I think we're at improvement of instruction... I've changed my mind set, I understand the philosophy of clinical supervision, and I think I have adjusted to it; I think I have my teacher adjusted to it and I'm quite positive about the whole thing.

Tom felt that Vera had been much more involved in all the steps during this cycle. There had been considerable discussion in the pre-observation conference about the lesson, about what was to be observed, and even the observation instrument. In Tom's words, this had "paid off dividends". Vera had also had a change to analyze the data and had come to some conclusions of her own. In spite of the fact that she was still not sure about her role in this process, there had been more participation by Vera in the conference as well. Tom felt that the matter of an appraisal for Vera was now settled. Tom had indicated to her that

> Basically, I was not looking at things that went wrong but how she was able to correct things that went wrong and the growth and the development and she felt quite positive about this and quite supportive and felt that there would be no difficulty.

When he was asked if there were possibilities in clinical supervision for principals, Tom replied "oh yes, yeah, most definitely". He still had reservations about using clinical supervision with teachers who may be having serious difficulties. He added

> I would have to think though that in some situations, it would be extremely difficult especially if the technique is not working and instruction is not improving..., I'm still not sure how this is going to work; I think what I would like to say is that when I would start clinical supervision with a particular teacher, they have to do it on the basis that I still am the principal and I do have certain responsibilities that I just cannot get away from and as long as they realize that and can push this into the back of their minds and say 'look, I would like to look at some of my teaching styles and some of the things that I do' with an idea of an improvement, I think it's a very positive thing.

Tom felt that his rating of the characteristics in Table 6 represented his true experience during this cycle rather than his attitude towards the characteristics as in the previous interview. His rating of 5 for characteristic 1 indicated that his emphasis was really on the improvement of instruction now and he added "you know, I feel very good about that". Regarding characteristic 2, teacher participation, he commented that "I think that's one of the ultimate things that you would like to achieve and I felt that, after the second cycle, Vera and I were at that point and so I rated that as a 5".

Characteristics 6, 7, 13, and 14 were also rated 5 because, as indicated earlier, Tom had attempted clinical supervision with other teachers. He felt that there was continuity with Vera because they had held a number of discussions about this particular cycle and had done considerable post-conference analysis. Ratings of 4 for characteristics 3, 5, 8, 10b, 10c, and 11 referred mostly to remaining difficulties in the application of the process. For example, Tom suggested that he would hold the next pre-observation conference in the teacher's classroom in order to facilitate the discussion of the lesson and instructional materials. General planning of the cycle was still a concern as was familiarity with the various observation instruments, analysis, and generally the transition from one step to another. Tom felt that the process was still too deliberate, that it could be much more relaxed, and that perhaps some ways could be found for saving time. Regarding the trusting and collegial relationship, Tom felt that some considerable effort had been made during the pre-observation conference to develop this relationship with Vera and therefore used a 5 rating for characteristic 10a but kept to his rating of 4 for characteristic 4 because, in his own words, "there still is a long way to go".

Generally, Tom was quite happy with what had happened to this particular point. It appeared that he was finding the formal process somewhat long and tedious especially with Vera, an inexperienced teacher, and with the videotaping requirements. His experience with other teachers, however, appeared to leave him with the feeling that this new approach could be helpful to both himself and the teachers. It appeared that his immediate goal would be to gain more practice and experience, to master the skills, and to find some ways of making the process less formal and less time consuming.

Vera - Co-operating Teacher

Vera was a beginning teacher who had recently completed a Bachelor of Education degree. She had no previous knowledge of or experience with clinical supervision. In fact, her experience with supervision, generally, was quite limited. She was substituting in this school for six months during a maternity leave for another teacher, and she had three previous placements of two months, four months, and six months respectively as a substitute teacher.

The researcher's notes after the first interview confirmed the circumstances of her participation in the project. Tom has evidently told her that, as a principal, he would have to do an appraisal and had suggested that they might as well combine these observations for clinical supervision with the appraisal. Vera appeared somewhat apprehensive about her uncertain position with this school system and wanted to know how this project would affect her appraisal. After some explanation of the project and clinical supervision by the researcher, Vera appeared to be somewhat reassured and had fewer hesitations about participating. She asked whether she should make any comments about Tom's supervisory practices during the conferences. The researcher advised her that "with prudence" she should feel free to react, to say when she was not comfortable and when things were not going well.

First Interview: Pre-training

Vera appeared quite willing, open, and surprisingly relaxed during the first interview. She was unsure about the school jurisdiction policy on supervision. Her perception was that she "could be on temporary contract indefinitely". She thought that there was a stipulation about having at least two years experience before applying for a permanent contract. She felt that there should be a system policy but could not be very specific about its content. She agreed that there should be some form of evaluation during the first two years but, on the other hand, she felt that there should be some form of feedback about teaching and about contracts. She added

> I think, you know, like for me, I'd like to know if I'm doing a good job, if they're considering me, am I being good for the system... no one talks to me, I get basic evaluations from the principal every time I change school but that's basically my teaching - it goes into my file down town and left there... and I really would like to know more of how I'm doing..., you know, I want that permanent and I want to know if I'm doing the right thing to get it.

This lack of the type of feedback that she was expecting appeared to be the main reason for her dissatisfaction with previous supervision. Because there were no negative comments and no suggestions for improvement, she was left in a position of not knowing 'where she stood' with the system.

About supervision generally, Vera explained that "there's no doubt that it's a nervous time... you want to be totally prepared..." but she was of the opinion that most new teachers think that supervision is not only necessary but important because "they are insecure..., they want to do a good job..." and she added that, from her point of view at least, "if someone can help me do that, then I want their advice and help".

About the role of the principal in supervision, Vera felt that

> It's a necessity for him to do it, it's his job... Within the school, the principal is the only one to do it, even the vice-prinicpal, I don't think I would agree with... perhaps someone from out of the school, like a superintendent... I feel the principal is an administrator, you know, that is his job and whatever he says goes downtown...

Her preference was based on the fact that the principal knew her in other situations within the school, in recess supervision and in the staff room, for example, and that it was important in her opinion that he knew her in class as a teacher as well. She felt that this was probably a difficult job for the principal to do and that he probably felt as uneasy about it as teachers did but it was necessary and it was the principal's job to do it. She found some difficulty with the fact that they came in unannounced and most of the time just 'dropped in'. She expressed the wish that there could be some discussion before about what was going to happen and more discussion after.

About her participation in the project, she indicated that she "just found out on the first day of school". She confided that, as a new teacher on temporary assignment, she was 'scared'. She was not sure about what was expected of her and she really had no choice. The anxiety added to her frustration of going from one job to another and remaining on temporary contract as described in the following dialogue:

> R: You weren't really free to accept...
> V: No, but then the whole situation, I used it as another complaint about the situation that they put me in, OK, which probably was unfair but it was still another negative point.
> R: What do you mean you used it as a complaint?
> V: I didn't, just to myself, OK...
> R: Assuming you had a choice now, would you say yes or no?
> V: I would say yes.

R: Can you tell me then what you might expect from this project for yourself?
V: Probably the biggest thing I'm expecting is to talk a lot as I'm doing on this tape and which brings out a lot of feelings, a lot of things just come to my head and when it comes to evaluation and things like that, it'll probably be good for me in that way of letting a lot out that I probably wouldn't... I never go home and talk about, you know, the teaching or situations so I think talking about it is going to help, talking to someone else, getting someone else's feedback is really going to help me...
R: Someone else, the principal?
V: Or you, OK, and then I can let out my feelings rather than, you know... keep it to yourself because you don't want to complain all the time so in that way, it will probably be good.

Second Interview: Cycle 1

The second interview revealed that Vera had experienced a number of frustrations during the first cycle. First, the room was cold and both were uncomfortable. Second, there was the frustration of videotaping. She had spent a lot of time preparing a lesson plan. It appeared that there was some discussion of this plan before videotaping and Vera felt that the videotape had been "kind of a review of exactly what we were doing and what was expected of us". She complained that seeing herself on videotape had not helped her. She would have preferred to see and to discuss a videotape of her classroom. Because of this feeling, she could readily understand why videotapes would help in the analysis of supervision and the discussion of this analogy helped her understand this project better.

Another major frustration appeared to arise from the fact that Vera and Tom were not sure of their role in the conference. Tom had indicated earlier that he was not familiar enough with the skills required and had not encouraged Vera enough to participate. The perceptions from Vera's point of view were as follows:

V: ... I don't know if I should be saying this or not... but I didn't know that I was supposed to be the one speaking, and maybe Tom has mentioned that, there was no guideline so I didn't know that I was just supposed to speak out -
R: Uh huh -
V: And say what I felt, I was waiting for him to guide me along, ask me questions and I'd answer and he was waiting for me so I think in that way too we probably lost a bit of the meaning in it because we didn't quite have that straight.
R: Number 2 on the rating sheets there talks about the teacher's participation -
V: Right -
R: You rated that as 5 -
V: Right -
R: Yet you did not know the extent to which you were expected to participate.
V: Right, well it's so new; in any other supervision, you know, someone will ask me the questions, I'd answer and that seems the role that we always had, this is so different...

In spite of this difficulty, Vera felt that she had been involved from the beginning and thought that her rating of 5 for characteristic number 2, teacher participation, was correct.

In spite of the participation, there appeared to be some dissatisfaction with the conference. One specific area of dissatisfaction was feedback. There had been agreement about what was to be observed and Tom had given her feedback about that but there were many other questions that she wanted to ask as a new teacher - "am I treating the children right, am I teaching this right..., am I giving them total attention" - but what was observed and the observation systems used by Tom did not provide answers to these questions and, as indicated earlier, she had not asked for that feedback. She had mixed feelings, therefore, about the usefulness of this supervision cycle. On one hand, she had been involved from the beginning and she felt that her rating of 5 was correct for characteristic number 2, teacher participation. On the other hand, she said of the conference

> ... Where we fell down I guess was during the actual post-conference and we just didn't have it clear and I'm sure next time it will be different, this was just a first experience.

It appeared that Vera was still having some difficulty with the objectives of clinical supervision. On one hand, she wasn't well-informed and, on the other hand, she was still having difficulty separating evaluation and improvement of instruction. She explained it this way.

> I think my main problem with this is that being evaluated, I'm having a hard time getting it straight that clinical supervision is to improve the teacher's instruction and I am so used to being evaluated... I think that evaluation and clinical supervision are one and the same.

She felt that the intentions of clinical supervision were good but her impressions about the first cycle remained somewhat negative. She thought that one of the reasons may have been that Tom himself was very nervous, and that made her nervous as well, especially with the videotape and the formal approach. Her original concerns were still on her mind when she added:

> ... and probably being a new teacher, they'll probably always be there until I gain the confidence I need and everything else so maybe, you know, I'm not being fair about this but you want my feelings and I can't help feeling the way I do.

At this point, the post-conference videotape was reviewed before going on to the ratings. Vera agreed that, although this part was still quite formal, both she and Tom were not as nervous and that they had both forgotten about the video equipment somewhat, that the communication was a little better, and she even expressed a little surprise and satisfaction at some of the feedback that Tom was providing - control was good, she had related to all the children, and at one point Tom told her that she had done a "marvellous job, an admirable job". But here again, Vera had some reservations about not having a chance to ask questions about things that she wanted to talk about. Her perception was as follows:

R: So there was some feedback.
V: Some. I think though when you look at all the questions he asked me and all the feedback he gave me, there's quite a difference; I felt I was being asked questions all the time and I'd get an 'OK', then he'd go right on to the next question and I guess I'd focus on that rather than the little bit he gave me...
R: Uh huh -
V: ... and the little comments he gave me weren't as important as I wanted him to comment on some other things that I felt were more important and I was more concerned with and there was nothing so maybe that's where the conflict is there.
R: So what he was doing is where you had asked him for feedback about eye contact and eye control for example, he asked you how felt.
V: That's right and I didn't like that; I guess I didn't expect it and we had talked about it after too... It made it very difficult and uncomfortable and I resented it. I figured, you know, no, you tell me what you thought now...
R: Uh huh -
V: ... that's why I didn't get anything out of it, I suppose. I analyzed those things before and after and then to do again on tape just didn't seem right.
R: Again in the area of feedback, at one point, he asked you if you would do something differently if you had to do that -
V: Right -
R: Part over -
V: Right.
R: Why do you think he did that?
V: To analyze what I had done, he wanted me to analyze, to look at what I had done specifically and to see if there is something I could've done better... I wanted him to analyze it now, you know, it's his turn, I felt.
R: I think he had analyzed it and I had a feeling that he had a comment to make to you but didn't feel very comfortable about making the comment so he asked you the question to try and make you make the comment.
V: Well this is what he told me after too and we had, we didn't have the communication there in that I didn't know I was supposed to say, 'well, what did you think, Tom?'
R: Uh huh.
V: See, I didn't know, I felt he was asking me all these questions, he was following it on paper, I had nothing -
R: Uh huh -
V: And I didn't realize that I could've said that -

R: Uh huh -
V: I felt he was the one that was guiding the conversation along... That's why I answered the questions he asked and that's the way we started off which was wrong, I realize that now, but we didn't know that at the time.

At this point, it was beginning to appear as though there were emotions that went perhaps beyond the apparent frustrations of inexperience with a new system. There were, in fact, and they were expressed as follows:

R: You had one major concern you wanted to talk about.
V: Right, I don't know if I should or not but I'm going to because that really did it to me...

It seemed that, during the post-mortem, Tom indicated that he wanted to talk about Vera's reading program. This had taken Vera by surprise because the whole cycle was focussed on a reading class. Vera expressed her feelings as follows:

V: ... Why didn't he talk to me about it and say what he didn't like right then, OK, that's very untrue, and that's why I'm scared, anything he says now, I have my back up so to speak because I feel he's not meaning it, he's going to get me in his office some other time and tell me what he really thought; he's not telling me now or he's just saying that because that's what the paper says he's supposed to say so I've lost trust, OK.
R: It's very important that you feel free to say those things now...
V: Uh huh.
R: Did you talk to Tom about that?
V: No because he caught me by surprise, I was very upset... I don't think I could've said it...

At this point, Vera became emotional. The taping of the interview was discontinued and there was no discussion of the ratings given in Table 7. It became evident that a lot of pressure had been accumulating on Vera since the beginning of the project - another temporary job, no feedback about her standing with the system, anxiety over appraisal,

Table 7

Rating of Clinical Supervision Characteristics by Vera

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	2	3	4	4	4
2. teacher participation	1	5	5	4	4
3. shared responsibility	2	4	5	3	4
4. collegial relationship	3	4	4	4	4
5. objective/systematic observation	1	5	5	5	5
6. supervision for all teachers	1	5	5	5	4
7. continuity of learning	2	4	5	4	3
8. use of multi-step cycle	1	5	5	5	5
9. relate to theory of teaching	3	2	4	3	3
10a. pre-observation relationship	1	5	5	5	5
10b. pre-observation discussion	1	5	5	5	5
10c. pre-observation contract	1	5	5	5	5
11. use of observation systems	3	5	5	5	5
12. data analysis	3	5	5	4	5
13. post-observation conference	4	5	5	5	5
14. post-conference analysis	1	5	5	5	5

uncertainly about the project, a new approach and terminology - she just needed to talk to someone.

Third Interview: Cycle 2

The second cycle, it seems had gone much better and Vera was much more positive about the project and clinical supervision during the third interview. She summarized her feelings as follows:

> V: There is no doubt that this second phase was much better than the first one. I think we both got a lot more out of it. We found it much more positive than we felt in doing the first phase. There was quite a difference. I've thought of some reasons why I thought there was a difference but we can talk about that later. I still have some qualms I guess about clinical supervision, just looking at the objectives of clinical supervision, there's still a couple of things where I find really hard to accept but there was a definite improvement this time around, you know, I feel a little more satisfied with what we're doing.
> R: OK, good... Some definite improvement, do you feel more relaxed, did you feel more open?
> V: OK, it was definitely more relaxing because the first phase was very tense,
> R: Uh huh -
> V: It was the first time around with the videotape -
> R: Yeah -
> V: And everything else; this time we got a little more use of the videotape; I noticed too that I think our post-conference was longer so I think we both forget about the videotape as that didn't happen at all the first time - much more relaxed probably and probably the third phase will be easier yet. It's always that first one that you're pretty tense because you don't know what's going to happen.

The biggest improvement, she felt, was that the discussion went much better. Tom had tried to make it less formal. There had been less preparation and no rehearsing before videotaping and, generally, less tension and pressure. When asked whether she still felt as if she was going through an appraisal, Vera replied:

> V: Yes, on one of the objectives of clinical supervision, I didn't give it a 5 in that I find it difficult, to me, it still is. OK, if I wasn't going to be, didn't have to be appraised this year, let's say I'd been teaching for ten years, I'd still feel it is.

R: Uh huh.
V: The principal is going to have, or whoever is doing the observation, I don't think, can help but have some sort of evaluation on you -
R: Uh huh -
V: Whether it's just, you know, to whether he keeps it to himself or not, I still think it's there.

Vera appeared to be much more aware of the characteristics and better prepared to discuss them. As indicated in Table 7, her rating of characteristic 1, emphasis on improvement of instruction, had increased from a 3 to a 4 for the reasons described above. Asked whether she had a chance to discuss the matter of appraisal with Tom, she replied

> He mentioned to me at one time that he did not want to give me an appraisal because he felt because we're doing clinical supervision, this whole thing, he thought it may be too difficult to do an appraisal... I do need an appraisal and he doesn't want to give it to me so we'll have to work something out.

Vera had given a rating of 4 to characteristic number 4 as well, a trusting and collegial relationship, indicating that she agreed with the characteristic but simply felt that "the principal is still the principal, a teacher is still a teacher,... that feeling is still there". There was nother reason for the rating. Regarding the "highly competent in observation" portion of the characteristic, she felt that Tom still was not very competent in this area, that he was still going by trial and error, and she had a feeling that he didn't like it. She indicated that she wasn't very competent in that area herself and indicated that both she and Tom needed more experience, a feeling expressed by Tom himself earlier.

There was only one other characteristic, number 9, relating to the theory of effective teaching, which was not rated a 5 for this cycle. She had used a rating of 4 because of her concern for defining effective teaching. She felt that there could be a conflict between what she and Tom felt was effective teaching.

Vera had this to say about the fact that all other characteristics were rated 5.

> A lot more 5's than last time, yeah, because this cycle went well and I think it's because my lesson didn't go well so there was room for improvement, a lot of room for improvement... so we had a good discussion and everything else, so it went much better.

About the characteristics, she said "a lot of these objectives or statements are very valid whether it was clinical supervision or not" and had this to say about clinical supervision.

> V: I have a better outlook on clinical supervision now. I'm still leery, I'm still leery on the whole concept of clinical supervision probably because I'm trying to see how it could work in the schools, and I'm having a difficult time with that; I don't know if it could work in the schools, like I had mentioned once before, the time involved, the observer would have to have a lot of background on it -
>
> R: Uh huh -
>
> V: Feel comfortable with it, and agree with it. Now I don't know how many people you'd find that would go to the bother of it...
>
> R: How about the trusting collegial relationship between the principal and a teacher - is that possible?
>
> V: I think it's possible and it all depends on the way it's done, and yet I think it's possible whether it's clinical supervision or not. If a principal wanted that, he could have it by talking to the teacher out of class time and showing concern and everything else, but clinical supervision seems to give the teacher and the observer, the principal, a guideline to make that trusting relationship but I think it could be done without a guideline and be more real and more honest if it wasn't such a guideline where the principal had to talk to the teacher before and after...

She expressed again her feeling that a number of teachers may still keep their guards up in spite of clinical supervision. She admitted, however, that this may depend on the teacher. Those who had reasons to be threatened would probably feel threatened and others may not. In the final analysis, the sucess of clinical supervision in a school would depend on the relationship between the principal and the teachers.

Vera indicated that she did not feel threatened by this approach now, perhaps because she could feel freer with it because she was involved in "testing it" and commented as follows about her own relationship with Tom.

> ... Like with Tom and I, things are going very well and I don't think that we have a problem with the trusting relationship. I think we have trouble concentrating on us doing the right thing because we're going through the steps and everything else, so I suppose if we were just doing this and not testing it, let's say in a year from now or so, I'm sure it would be even better yet because we wouldn't worry about all the steps and everything, we'd be more competent in it, but, yes, definitely it could work.

Vera felt that there was a definite improvement in the feedback but again she attributed this to the fact that her lesson didn't turn out and she and Tom had a real good discussion about it. About the data itself, Vera had not had much of a chance to study it but she had found it "interesting" and indicated that "it was very helpful, much more helpful than cycle 1".

In summary, Vera felt that this conference went much better. Things were much more relaxed from the start. From the pattern in the previous conference, she had anticipated that Tom might ask her how she felt about the lesson. She was prepared and the discussion went very well. There was a time during the conference when she felt some tension building up again because Tom began to ask a number of questions as he did in the previous cycle. However, she had an opportunity to ask a few questions herself and this caused the discussion to resume. She knew what went wrong during the lesson, she knew how she could change her strategies, and Tom had added a few suggestions. The effect, in her opinion, was that she would try much harder to improve than if they had not had this discussion. It appeared that Vera had done a considerable amount of self-analysis and had concluded that the lesson had not gone well because she was not sure about her objectives. She had not mentioned this to Tom and she was therefore accepting the responsibility for the failure of the lesson. As she found out later, Tom could have made some suggestions to improve the instructional strategies but he was not aware of the problem beforehand. A discussion of her problem could have helped Tom as well in observing and knowing what was going on. It appeared to be of considerable importance to her that Tom had asked her during the conference for her suggestions on how she might improve the lesson. Her reactions were as follows:

> I wanted that because I wanted him to know, I wanted him to have my perceptions of how the lesson went wrong so that I guess he wouldn't think I thought it was good. I wanted him to see that I had some insight into the problems I had so I didn't, I didn't mind that at all, I was ready to tell him before he told me.

On the other hand, Tom did make some suggestions of his own which were appreciated by Vera because, as she had indicated before, it was important for her to know how Tom felt about her teaching and she could use his suggestions to improve.

It was Vera's opinion that this was her best ever experience in supervision even if her lesson had not gone well. She that she had participated perhaps a little more as an equal and she had received some good feedback. The matter of appraisal appeared to be in the back of her mind now. She felt that the purpose of this cycle was to improve instruction, that it was relaxed generally, and a good experience.

Tom and Vera - Joint Interview, Cycle 3

Two things stand out in the joint interview with Tom and Vera. The first is the continued positive but realistic view of clinical supervision. Second is that there was considerable dialogue between Tom and Vera on a number of issues with Vera sometimes agreeing and sometimes disagreeing with Tom but being generally quite assertive throughout.

Their general impressions of clinical supervision were summarized in the following dialogue.

T: I feel much better about it; I feel quite confident that this is a new approach for me; I think it's a beneficial approach in that it looks at improving instruction by working together with the teacher, developing a real good working relationship and trying to improve what's happening in the class... It also depends upon using some very good observation tools that get away from the judgement kind of appraisals or feelings and you have more fact to go on...
R: So for you, Tom, the most important thing is the observation skills and tools, the philosophy, the approach, the process.
T: Yes, and also I guess the emphasis upon working together. I think in the past, I've always tried to work together with the teachers but it's never been emphasized to the fact that we could sit down together and look at plans and look at lessons and work on them on a togetherness fashion.
R: Vera?
V: After the third cycle, I felt much more comfortable with it... much more comfortable in knowing what I was expected to do. What I felt after the last cycle too was one of the really good things... that a teacher has to look at herself. Clinical supervision, I think, makes her or him look at what she is doing, analyzing her own instruction which probably a lot of teachers, after a few years, don't do that. ... I think a lot of teachers need to do that and quite often don't... I still have a few reservations on clinical supervision which we'll probably talk about later but I felt very comfortable with it this time.

The videotaping had been a major constraint during their experiment with clinical supervision. Although it had advantages for recall and analysis, it had been time consuming and had introduced considerable rigidity and frustration in the process. Clinical supervision would be easier in the future without videotaping. Vera had gained considerably from the project generally and from the feedback specifically. She would consider using the approach again in the future when she had more experience as a teacher. Tom summarized his intentions as follows:

> Yes, I intend to use the approach of clinical supervision in the future completely. I just like the approach; I think it's most beneficial for the teachers; I like the co-operative aspect; I think that we can be quite flexible in the approach of cycles and there's just too much benefit to push it aside.

Tom and Vera did not agree with the limits of clinical supervision described by Harris (1976a). The only constraint which could be significant, in their opinion, was time. They had different views on the subject, however.

> T: I still see it as a difficulty just by virtue of the things that I guess are expected of the teacher and I'm speaking mostly from the point of view of the teacher. I think that in my situation, I could shift things around... and I could make time and I could find time but for the teacher, there are only certain times for her to do this and as it happens it's basically before school, at lunch or after school and depending on the teacher and the responsibilities they have... will determine how effective this would be. I think if they have no commitments and really no responsibility and they can devote a fair amount of time, then I think the procedures would be very beneficial... taking people's lunch or having them come at 7:30 in the morning before class to do it... it's a difficulty.
>
> V: It's funny because mine is almost the opposite of yours. I keep looking at clinical supervision to see it as a practical, useful tool that can be used in the schools. I still can't see it being used in the schools... I cannot see how a principal can have the time to do this with the teacher. If he's teaching and involved in administrative work and problems like discipline, problems that come up, I can't see it really happening for the principal.

On the other hand, Vera suggested that many of the teachers she knew could not have time because of family or other commitments. Tom maintained that perhaps this project had overemphasized the time element because of videotaping. Vera concluded, however, that the principal and the teachers would have to be committed to the process to make it successful.

The trusting and collegial relationship characteristic was not a major problem but both Tom and Vera had reservations about its application. Vera felt that clinical supervision should not be used with a new teacher because it takes time to develop the required relationship properly. In fact, she felt that the relationship should be developed properly with all teachers whether they're new or have taught for ten years. This should include a proper description of the process for the teacher from the beginning. On the other hand, Vera pointed out that clinical supervision could be of most value to new teachers to help them improve their teaching skills and to avoid getting into ruts. In the end, this particular project had been useful for her, she had enjoyed it, but in the same circumstances, she would not accept to participate again. Regarding the trusting and collegial relationship between a principal and a teacher, Vera's opinion was that "it has to be possible... if you don't have that, then one or the other is not going to enjoy what he or she is doing". Clinical supervision could reinforce this relationship but such a relationship should be "in the staff room... in the air" whether the clinical supervision model is used or not. Tom agreed with this point as he agreed with the need to develop the relationship properly. From his point of view, even if all the data, the "facts" can be very useful, clinical supervision cannot really be successful without the trusting relationship. He felt, however, that it may be difficult for some teachers, perhaps new teachers, to be totally trusting and open. This last comment sparked the following exchange.

V: And yet, just what you mentioned, Tom, I disagree with one part in that everyone thinks like a new teacher is not as confident... Last year, anyone could have come in my class and it never bothered me at all... I was extremely confident and that was so called first year with the system... I suppose if you generalize that statement, then fine, but looking specifically, there was no problem last year and if clinical supervision was done on me last year, I don't think it would have been as difficult as it is this year, so you have to be careful I guess.
T: ... I'm not being specific or anything... I think that's what happens to a first year teacher; after Christmas, they start to get unsure of what's going to happen, you know, like they're very confident... but suddenly when it gets down to the nitty gritty of these appraisals... then the fears begin to develop. If things are going along great and everything is positive, then of course everything can work that way.
V: I was just going to say that, you know, if a teacher is confident, it doesn't matter if she's taught for one or ten years.
T: I agree.
V: You know, and not every teacher is concerned about her permanent either.
T: Yeah, I agree.
V: ... Like I said, there's many situations in the system and I think that clinical supervision can be used, you know, from first year to ten years, not looking at all the specific cases that I can come up with.
T: Well it's something that I think can be used. I think it can be used effectively. I think it's one of the better approaches. I think we also have to be realistic that it's not going to maybe work in every situation, depending on the individual, depending on the school situation, depending on all other factors that may relate.

In the same context, Vera suggested later that clinical supervision and evaluation could be combined. Why have a principal go through the improvement of instruction process and later do a separate evaluation. Tom added

> I agree with Vera; I think if I was going to do an evaluation, I'm sure that whoever is having the evaluation or appraisal done would rather have it done on the basis of clinical supervision rather than something else that just involves judging.

As the following suggests, the question of an appraisal for Vera was not finalized. It appears that Tom was still looking at alternatives to solve this problem.

T: Yeah, Vera wants one.
V: But you didn't come in this week - you said you were going to.
T: I just said I would come in to view something else in addition but I have plenty of information to do an appraisal from all the other times so I think it's unfair to come in this last week.
R: Why would you want Tom to go in specifically to do an appraisal when he's been in at least -
V: I wanted an appraisal, something that I can send down to central office so they know I was here for four months, so they wouldn't forget me. That's all I wanted. I didn't see why he had to come in a special time and yet he had mentioned that he didn't want to involve clinical supervision...
R: OK, so you think you have enough information to write a report?
T: Oh yeah, no problem. I just simply wanted to use something else that I have used in the past that I have found quite effective. But basically I just took what I used in the past and from what we've done, you know, made little notes and that.
R: How would you feel, Vera, that Tom is going to use this information that he has gained now in the three clinical supervision cycles to write your 'appraisal'?
V: To me, it made no difference; he could walk in any time he wanted or he could observe me during clinical supervision; I don't change, like for clinical supervision, I planned out lessons but I didn't do anything fantastic but I did what was coming up in the curriculum in whatever subject area it was...

Tom had facilitated the pre-observation conference by providing some lists of effective teaching strategies and samples of observation systems that could be used. Vera had appreciated this help in planning the observation but she still had mixed feelings about feedback. On one hand, she still believed that there is a need for "a second person" to provide feedback and to provide "another way to look at something". However, she found the feedback "difficult to understand sometimes" during this project because she was not familiar with the observation systems. She had found some of the data "interesting" - 76% of teacher talk for example - but she was disappointed that she did not have an opportunity to "sit down and discuss how I'm going to improve this". There was no time because of the videotaping to discuss how this information could be adapted to the practical situation of the classroom.

The question of relating to effective teaching was still creating some difficulty for Vera. She still viewed this from the point of view of "what is effective for one may not be effective teaching to another". For his part, Tom believed that, if they had not been in a situation of videotaping, they could have related research and practice. Something that was very much appreciated by Vera was the fact that, on one occasion, Tom had given her "some very good information on controlling a class". She had used some of the suggestions and, in her opinion, they had worked well. This had not been discussed during the conference because of the videotaping constraints. It was, however, in her opinion, relating theory to practice and an example of continuity between cycles.

Both Tom and Vera appeared to have opinions of their own about the characteristics as shown in Tables 6 and 7. Vera's rating of 3 for both cycle 3 and agreement for characteristic 1 related to her belief that, no matter how you look at supervision, there is always an element of evaluation - "just like a teacher has an evaluation of a principal, not written but it's there...". Tom agreed that there may always be an element of evaluation but he appeared to have no difficulty with this characteristic as indicated by his ratings of 5. In his opinion, "a supervisor's involvement with a teacher is basically to help improve instruction".

Tom's rating of 5 for characteristic 2, participation by teachers, related to the fact that they really tried, that he had done more with Vera than he may do with other teachers, but he believed that it may be very difficult for the teachers to become total participants because they may not be familiar enough with the supervision skills. This explained his rating of 4 under agreement. Vera felt that she was "following behind" in the conferences and therefore rated 4 for cycle 3 and agreed that, even though clinical supervision may be the best method around, it could be difficult for the teacher to be an equal participant. It could perhaps happen but her rating of 4 under agreement was based on her own experience in this project. It was because of similar feelings that she had used a rating of 3 for characteristic 3 during the last conference. On second thought, she indicated that she could change that rating to a 4 but she would retain the rating of 4 under agreement because she did not believe that the teacher could ever have the same responsibility as the supervisor for supervision. Tom agreed indicating that he couldn't think of one situation or one relationship, even husband and wife, where both shared equally. They have different responsibilities but he could not agree totally with sharing equally.

Extensive comments reported earlier explained the ratings of 4 for characteristic 4, trusting and collegial relationship. Basically, both Tom and Vera felt that such a relationship could not be possible for all people in all situations. Personalities could have a significant effect on relationships. However, both felt strongly that, as Vera explained it, clinical supervision can "alleviate any threatening aspect" of supervision. This would require on-going communication, either on an individual basis or, as suggested by both, at the staff meeting level.

Vera's ratings of 5 for characteristic 5, objective and systematic in-class observation were explained as follows:

> I think that's what clinical supervision is trying to do and that's what it does. Everything is based on theory, on facts and as, you know, all throughout all the cycles that's what I found.

Tom used a rating of 4 for cycle 3 because he felt that he still lacked experience in "interpreting and analyzing" and he used a 4 under agreement because he felt that, no matter what observation systems are used, there is always a certain element of interpretation.

Tom agreed with characteristics 6 and 7, supervision for all teachers and continuity of learning, and therefore used ratings of 5 under agreement. He had attempted clinical supervision with other teachers and therefore rated 5 under cycle 3 and felt that there had been some continuity between the cycles with Vera and therefore used a 5 for this one as well under cycle 3. Vera used a rating of 4 for characteristic 6 because, from a practical point of view, she could "see principals using it more with beginning teachers than with teachers who have been with the system ten years". She could not remember why she had used the rating of 4 for characteristic 7 in cycle 3 but explained her rating of 3 under agreement by saying that she was not sure that this continuity of learning would occur because of the amount of time required.

Neither Tom nor Vera had any problems with or any comments about characteristic number 8, systematic, multi-step cycle.

Tom used a 5 rating in cycle 3 for relating supervision to the theory of effective teaching (characteristic 9) because of his attempts to do so during the cycles. He explained his rating of 5, under agreement, by saying that it is "important that you have to improve teaching and instruction and we do so by making people more effective". He complained, however, that at university "we really never did get any theories about what makes a teacher more effective, we didn't get any specific example of these things that make people more effective". Vera explained her two ratings of 3 by saying "that's just because of my ingnorance... because I don't know what the theory of effective teaching is".

Vera's experience with the pre-observation conference had not been very positive in the previous cycles. However, there was no opportunity to discuss the ratings of 5 as indicated earlier. Comments reported earlier would support her ratings in this cycle and her agreement with these characteristics. Tom agreed with all three characteristics in number 10 and again indicated his lack of experience in the skills by using a rating of 4 for planning and defining what is to be observed and how.

Tom was in agreement with the remaining 4 characteristics regarding observation, analysis, the conference, and the post-mortem. His ratings of 4 for characteristic 11 and 12 indicated again his need to improve his skills in observation and analysis. Vera was also in agreement with the last four characteristics and felt that, basically, they had been achieved in cycle 3.

Summary - Case Study 2

After a difficult and painful start, it appeared that Tom and Vera had had a reasonably good and satisfying experience with clinical supervision. They were both in substantial agreement with all the characteristics of clinical supervision but both were also realistic, it seems, in terms of their application.

According to his ratings and comments, Tom felt very positive about clinical supervision and had very few reservations about its use for classroom observations. He appeared to welcome the change in emphasis from evaluation (appraisals) to the improvement of instruction. He agreed with the philosophy and rationale of this characteristic, but he also agreed with it because of his negative feelings about the previous emphasis on appraisals. Overall, it seems that these appraisals had been unsatisfactory to himself and to his teachers because of the apprehensions involved and also because of the basically subjective approach used. Generally, there had been no problems involved in this change in emphasis.

Developing 'colleagueship' had proven to be somewhat of a problem for both Tom and Vera. The problem appeared to be one of misunderstanding of the concept because of the words "trusting and collegial relationship" used to describe it in the characteristics. There had been some difficulty in reconciling a trusting and open relationship with the idea of two professionals working together toward the same end - improvement of instruction. It may be that, in this case at least, the word collegial referred to both a "collegial approach" in education and "collegiality" in terms of association membership and relationships. It was apparent, however, that both Tom and Vera valued and saw the need for both aspects although they felt that not all teachers and principals could have a completely open and trusting relationship, and not all teachers and principals would want to be so extensively involved in the improvement of instruction.

Relating supervision and the analysis of teaching to the theory of effective teaching had also been somewhat of a problem. Here again the problem was with the application rather than with the concept itself. For Tom, training in this area had been limited and there had been only one cycle to apply whatever knowledge had been gained. There had been no 'second chance' to practice, to improve, as there had been with the other two areas of focus, observation and conference skills. Tom was in full agreement with the concept but found himself short on experience. For Vera, there had been no training at all; she had no idea that the handouts given to her by Tom related to the 'theory of effective teaching; and she had no idea even of what was meant by theory of effective teaching. Indications are, however, that she could have become interested in this area as she did in the other aspects of training because her comments indicated that she was indeed interested in effective teaching.

Developing and using more objective and systematic systems for classroom observation was, it seems, one of the areas of greatest interest for Tom as well. He welcomed the few systems which were presented during training. Much like Garry, he had found that his previous observation skills were limited, his data were general and subjective, and his feedback, therefore, had been routine and repetitive because it was based on a limited and narrow scope of observation. Tom readily agreed with this concept as well but had difficulties in application similar to those of Garry - attempting to build a cycle of supervision around an observation system and the related frustration for the co-operating teacher. After the original enthusiasm about the 'tools', Tom realized that he would need much more experience to master their use. However, this had been and would be one of the most useful areas of training.

Developing improved conference skills was another area where Tom gained more immediate benefit. Tom, it seems, had been interested in and had attempted to get the teachers involved in analyzing more objective data, but had been frustrated by lack of practical skills. This approach would reduce the pressure on him by involving the teachers, and it would make the process more interesting and more valuable.

Tom's reactions in the area of time requirement were again similar to those of Garry. The clinical supervision approach was valuable enough that Tom was prepared to 'make time' for it in order to use it with other teachers. He did not speak of rearranging his priorities as Garry did but he was prepared to take whatever time was required for clinical supervision with the teachers he would supervise. He also felt that the time constraint had been amplified by the videotaping process. Without this, the process could become more flexible and less time consuming. He was more concerned about the teacher's time than he was about his own. The system could not be implemented if the teachers did not have the time to become involved in it. Some time would have to be found.

As for Vera, there appeared to be no difficulty at all in identifying possible needs for change in teaching behaviors. In fact, she was found to be almost begging for feedback (or reassurance) at times and she felt the greatest advantage of clinical supervision was that it would help the teacher look at, analyze, and improve what she was doing.

The effects on Tom and Vera had been quite positive, it seems. Tom had found a process and skills to improve instruction and to facilitate a better relationship with his staff. Vera had obtained feedback for improving her teaching, she had an opportunity to verbalize her feelings, to become more confident again, and had discovered a possibility for an improved relationship with her principal.

Case Study 3: John and Kristine

John - Participating Principal

John had been principal for fourteen years and vice-principal for two years prior to that. He had a total of twenty-one years of experience in education. His present assignment was in an elementary-junior high school of approximately 350 students and a staff of twenty-one teachers. His six years of teacher training included diplomas in education and administration. Personnel supervision had been covered as part of several courses, but he did not recall any courses in supervision of instruction or effective teaching. He had not done any reading in the last two years and he was not familiar with clinical supervision.

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Among the entries in the researcher's log after the first visit are found the following comments.

1. Videotapes - canned stuff - what about authenticity?
2. Appears very interested and most co-operative; appears to want to improve his supervisory practices.
3. Realizes the time involvement but appears to be prepared to invest the time because of his need in this area.
4. No professional concerns regarding relationship with co-operating teacher.

First Interview: Pre-training

John's perception of the district policy on supervision was that it was pretty "broad" and "flexible". He, also, indicated that the emphasis had been on compulsory evaluation for new and non-tenured teachers "for purposes of retention and promotion". Asked whether the helping function was also recommended, he replied:

> ... It is, but then there's the time factor when you get so many of these different jobs coming in that you only have so much time, but at least you get the one area done, almost like a putting out the fire type of situation, you know.

John felt that teachers regarded supervision in a suspicious way. He described supervision as "a very uncomfortable situation primarily because... it has been so evaluation-oriented rather than, you know, an assistance type helping...". In his opinion,

> The biggest problem, I suppose, is that principals are not well enough, on the average, not well enough prepared for it. The evaluation by one principal may be totally different than by another principal because I think it's keyed to his own personal experiences, his own preferences, you know, his own specialties, and, in many ways, this turns out to be unfair to a teacher... and it doesn't turn out too well.

Another problem in John's mind was the role of the principal in supervision. On one hand, he felt that the principal has to be involved in supervision - "that's in the interest of the system and the interest of the teacher" - because he is in a better position to know what is happening in the school. On the other hand, he felt that it is almost impossible for the principal to reconcile both line and staff functions.

> They are two different roles and, mind, we've got the past to deal with too; whether we like it or not, it's there and so the feelings are there... it's sort of like a judge instructing the jury to disregard that last statement, but if it's already been said, you can't do that, you know.

At that time, John was not sure how this situation could be resolved.

John estimated that he was spending approximately 20 to 30% of his time on supervision. There could be more time spent in this area but it would have to be in a "more organized way". First of all, he didn't think that people in schools had time for supervision. Even if they did, expectations would have to be outlined... "rather than groping, rather than relying on your own intuition, your own feeling... there ought to be something more than that...". At the present time, John was supervising only those teachers he had to evaluate - usually about three a year on the average.

Two reasons accounted for John's limited involvement in supervision. First, there was the fact that supervision represented an uncomfortable feeling for himself and the teachers. It was something to "put off as long as possible" but the main reason for John was the time constraint. He explained how the role of the principal had changed in the last fifteen years, how the expectations had increased, but the administration time had not increased. This concern was to remain evident throughout the project for him. John appeared to operate on an open door basis. He was always 'involved' either with teachers, students, and parents. One area of involvement in the last year, for example, was raising $7,000.00 for a field trip bus through raffles and chocolate sales.

In his words, John was involved in this project because "we need something, I need something more substantial". He was interested in finding something "to rely on" because, as he described it,

> I feel that's the area that I need most help in as an administrator; right now, I'm operating on my personal, well on past experience and really that's based on my personality, you know, on gut feeling, on my priorities, you know, that sort of thing, my biases, and I don't think that's good enough. You know, there's got to be more. There's got to be a better way of doing it and that's what I'd like to find.

He was looking for a "more scientific method", a "neat solution to, you know, when you go into a classroom, exactly what you are looking for and where you can spell it out...".

Second Interview: Cycle 1

John's first reaction to the first cycle was that both he and Kristine were somewhat uneasy during the conference because of the new structure and the video camera. For that reason, the first conference may have been somewhat "artificial". Overall, however, John appeared to have found what he was looking for. He felt good about the new approach "in comparison to what took place in the past". The planning during the pre-observation conference had made it much easier because he knew what he was going to look for rather than "whatever catches your mind as in the past". In fact, the problem was reversed this time - he had undertaken to observe too many things and later found that he could not do it all. However, his first impression of clinical supervision and the first cycle were positive.

R: So the first experience, then, or your observation was easier because you were prepared, you knew what you were looking for and how you were going to go about it?
J: That's right.
R: So it was better because of the pre-observation conference?
J: No question!
R: Are there other things that made it better?
J: I think overall, you know, there was a more relaxed attitude because it was a non-threatening situation.
R: Uh huh.
J: The teacher knew that this was not an evaluation type of thing but part of a process for improvement of instruction... I think both of us had the idea that we were still looking at improvement of instruction and looking forward to perhaps finding ways of doing that...

He added later "I feel that I've got sort of a handle now to hold on to". However there was still somewhat of a problem, mixed feelings, about the trusting and collegial relationship. John felt "very comfortable" with that in dealing with an experienced and competent teacher like Kristine. There had always been that feeling of collegiality with her before, but he wasn't sure if he would feel the same way with a teacher who had a serious problem. The general approach or philosophy of clinical supervision may alleviate the situation but John did not think that the same relationship would exist in problem cases. He did not feel as strongly now that clinical supervision and evaluation should be kept separate but he still felt that "they're two different things". However, once a principal had undertaken the clinical supervision process with a teacher, he couldn't really "stop clinical supervision to start evaluation". He would have to give this more thought.

In spite of the fact that John was "very happy" with his first experience in clinical supervision and the first first cycle "went well", there was surprisingly little difference between his ratings before training and after the first cycle as indicated in Table 8. Although John was not happy with his supervision practices prior to training, he did not appear to be as negative about supervision generally as Garry and Tom had been (only one rating of 1) and did not perceive his previous practices to be as drastically different from clinical supervision as the other two principals did (four ratings of 3 and one of 4). John felt that whatever supervision he had done before was intended to improve instruction even if it was done for evaluation purposes most of the time. His relationships with staff were generally good, and supervision had not created very negative feelings. And, he had, most of the time, held a post-observation conference to provide feedback and to present whatever data he had. There had been some improvement, however. With the clinical supervision approach, he had encouraged more participation by Kristine, and Kristine herself had expressed a feeling that she felt more involved and that she had taken a greater responsibility for improving instruction. The pre-observation was new for him. It had been successful in defining what was to be observed and John was now one step closer to the multi-step cycle of clinical supervision. And, finally, even if there had been difficulties with attempting to observe too much and with being too busy taking notes throughout, observation systems had improved the objectivity of the observation somewhat.

Table 8

Rating of Clinical Supervision Characteristics by John

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	3	3	4	5	5
2. teacher participation	2	3	4	5	5
3. shared responsibility	2	3	4	5	5
4. collegial relationship	3	3	4	5	4
5. objective/systematic observation	2	2	4	4	5
6. supervision for all teachers	2	2	4	4	5
7. continuity of learning	2	2	4	5	5
8. use of multi-step cycle	2	3	5	5	5
9. relate to theory of teaching	2	2	3	4	5
10a. pre-observation relationship	3	3	4	5	5
10b. pre-observation discussion	2	2	4	5	5
10c. pre-observation contract	2	3	4	5	5
11. use of observation systems	1	2	3	4	5
12. data analysis	3	3	4	5	5
13. post-observation conference	4	4	5	5	5
14. post-conference analysis	2	2	3	4	5

Third Interview: Cycle 2

The second cycle was another positive experience for John as revealed by the following dialogue at the beginning of the third interview.

R: John, I'd like to start this interview by asking you how you feel now about clinical supervision after two cycles and two units of training.

J: Much better, much, much better. I feel more confident now about the value of it as related to the principal. I'm not totally convinced or sold on the total aspect of it relating to the principalship, but I feel much more comfortable; I feel that there's so much more that I can apply now than I did earlier.

R: Could you specify that?

J: Well, to begin with, I was so hung up on this dual role of the principal that I almost couldn't see beyond that, and now I'm really coming around to the point of agreeing that our major function is the improvement of instruction. There is no reason why we can't use it... We talked in class about, well, evaluation doesn't play that major a role... It was major for me, even what was, it was sort of like not being able to see the boards for the trees, and I think with the experience in class, and by doing the observation so far, I feel much more comfortable, I feel that it can be applied or a great deal of it can be applied.

R: That's interesting because in the first interview, your major concern was the fact that you were conservative, traditional in your approach that the principal had his role to play in evaluation.

J: Yeah, and I did feel strongly, you know, it was serious and honest and this is serious and honest too.

R: Uh huh.

J: You know, I really feel that there is something here to offer not just myself but other principals as well. It's good.

R: Have you found the change very difficult and are there still some remnants of the old John as supervisor?

J: OK, right, you know, I still have a few reservations in terms of it - would all depend on who the teacher is; the vast bulk of the teaching staff, not just in this school, but probably in the schools that I've had experience in, would work well in this process. I suppose now I'm looking for red herrings like well, what if you run into a teacher who is obstinate, who will not co-operate, this sort of thing. The odds of that happening are pretty low, you know.

John went on to describe how he felt much more comfortable, much more anxious to be in the classroom than before, more comfortable about observing and offering suggestions and working with the teacher. The matter of finding time used to be more of an excuse "and that's all it was, really, an excuse". Yet, John still felt that it was a "valid excuse" because he was still bogged down with time. This was a problem that would have to be solved in the future - not easily perhaps because the whole role of the principal was involved - but generally now John looked at it from the point of view that "when you feel that you want to do something then you can make time for it". His plans were to introduce clinical supervision gradually starting with two teachers who had to be evaluated. But even in these evaluations, he would "start off in the clinical supervision way first" and that would be made clear to the teachers first. His ulterior motive would be improvement of instruction and evaluation second. From his point of view, this would give him a better picture of what was going on in the classroom. It would be more fair to the teachers and would give them an opportunity to participate and to show that there was growth. In John's opinion, there was no question that this approach could enhance the image of the principal, that it was an approach that teachers would probably like to see develop, and he believed that teachers may even welcome such an opportunity to work with someone else.

This significant change in attitude for John was also reflected in his rating of the characteristics as shown in Table 8. A discussion of these characteristics gives additional information and insight into John's feelings.

For characteristic number 1, emphasis on the improvement of instruction, John indicated that he could have used a rating of 5 and explained the actual rating of 4 by saying that "probably it's the old conservative nature of, you know, never going to either end of the extreme". On the other hand, he had not reached a point of excellence and felt there was still room for improvement. The same could apply to characteristic 2, participation by the teacher, characteristic 3, sharing of responsibility by the teacher, and characteristic 4, a trusting and collegial relationship. He repeated again that it was not a big problem anymore to accept the collegial relationship but he still had in mind the possibility of difficulties in cases where teachers may be having difficulties.

About characteristic number 5, in-depth, objective and systematic observation, John explained that he was still exploring, that he would like to be able to go into a classroom feeling totally comfortable about using a variety of methods, and, although he felt much more comfortable in this area, he felt that he needed more knowledge and practice.

For characteristic 6, supervision for all teachers, and characteristic 7, continuity of learning, there had been no use of clinical supervision with other teachers and no sequences of cycles except with Kristine. John's ratings reflected agreement more than actual practice in cycle 2. His ratings of 4 for agreement related to the fact that he had some reservations in terms of time required. He wondered if such an extensive approach would be necessary and possible for 'all' teachers. Perhaps some teachers may have a greater need and some may benefit more from clinical supervision than others would.

John indicated that he was "sold on the steps" and gave characteristic 8, use of a multi-step cycle, a rating of 5. He indicated that during the last cycle, he had become really convinced of the importance of analysis. He had not had as much time to spend on it as he would have liked to and realized later how the conference could have been improved with better analysis. Questioned again on the matter of time, John indicated that time was still "a major concern" but added that "maybe it's just me and what I'm involved in at the present time and at other times of the year".

The rating of 3 for characteristic number 9 relating to the theory of effective teaching was used to indicate that John did not feel comfortable in this area at the present time. He indicated that he was looking at effective teaching but strictly from his own value judgements point of view and was not sure yet about effective teaching.

John indicated that he was in full agreement with each of the characteristics in number 10, developing a collegial relationship, planning and defining the areas of observation, and explained his ratings of 4 by saying that he was "not an expert yet".

The same rationale applied to his rating of 3 for characteristic number 11, use of appropriate data collection systems. He agreed with the concept. He agreed that observation systems were valuable and the rating of 3 was based on his limited knowledge and use of them. The same applied to his rating of 4 in characteristic 12, analysis.

Of his rating of 5 for characteristic 13, pre-observation conference, John said that he felt much more comfortable about the conference. He said he was sold completely on the need for the conference indicating that "there's very little point in the observation if you're not going to have a post-observation conference".

John explained his rating of 3 for characteristic 14, post-mortem, by saying "that's totally a time aspect, there simply was no time". Asked about the fact that the question of time had come up again, John indicated that he was hoping that it could be resolved and added "I hope I can and certainly, you know, there are going to be shifts in priorities, that's one way of resolving it".

Kristine - Co-operating Teacher

Kristine was a grade 2 teacher with thirteen years of experience all of which, except two months, had been at the present school. She held a Bachelor of Education degree and had a total of five years of teacher training. She had never been introduced to clinical supervision and she had done no reading in supervision of instruction or effective teaching during the last two years. According to notes taken at the time of the first interview, Kristine was interested in finding out more about clinical supervision and wondered about training for the co-operating teachers as well. She felt that on-going evaluation was necessary and she was interested in assessing her own teaching. She believed that clinical supervision would be good if it was non-threatening. Kristine had no hesitations about the expectations of the project and no concern about the interviews and videotapes.

First Interview: Pre-training

Kristine's perception of the present policy on supervision was much similar to that of Jerry and Vera - emphasis on appraisals for contract and certificate purposes. She was sure that the policy was available in writing 'somewhere' and it had been mentioned at staff meetings at least for new teachers. In any case, she felt that a policy should specify who should supervise, who is to be supervised, and for what purpose. In her opinion, every teacher should be supervised on a regular bases "not just to get a permanent certificate". This implied to her that "we can just really put all out, get a permanent certificate, and if you want to do whatever after". Educators should be a little more credible with the public and, in her opinion, supervision "makes us conscious of what we're doing all the time". She had received no feedback at all - "I didn't even read any appraisal, I've never read any appraisal reports or evaluation for me at all". It seems that the policy, including the writing of reports, had been instituted after she started to teach. She couldn't recall when. This policy, in her opinion, was an improvement because it was important for teachers to get some feedback about strengths and weaknesses, about how another person viewed them, and to have a chance to agree or disagree or to discuss them. In her own case, she had had no feedback and the supervision had not been of any value. It had been stressful and she had learned nothing from it.

Kristine felt that it was important for the principal to be involved in supervision because, as an administrator, he has to know what's going on. She expected the principal to know about teaching and about curriculum in order to be able to help the teachers. She would prefer to be supervised by the principal because it was important for her to be supervised by someone she knew. She added:

> I could see other teachers in the school dropping in. Like I don't see why two teachers couldn't work together... It's still someone that I know and feel comfortable with as opposed to an outsider who I don't know.

From her point of view, the principal "is a busy man". He doesn't have much time for supervision. She wasn't sure why but she felt that the principal would feel much the same way as teachers do about supervision - uncomfortable. Perhaps this feeling could be changed if the objective of supervision was changed from evaluation to improving what's happening in the classroom.

Kristine's initial reason for participating in the project was to help John out. With more information, however, she became interested in the new approach to supervision. This would be an opportunity to talk to someone about what was happening in her classroom and to get some help with that.

Second Interview: Cycle 1

It appears that the first cycle was an "enjoyable experience" for Kristine. She described her feelings by saying "I think my reactions changed from beginning to end on it". At the beginning, she was nervous about being on TV and, through the observation, she felt "like a brand new teacher who was being supervised for the first time". The idea of evaluation was still in her mind. However, as she described it, the conference had been a good experience.

> That was a nice feeling to be able to sit down and discuss what had gone on knowing that we were both sort of looking for specific things and how I handled them and knowing also that in the end, I was either going to come up with some suggestions of my own or maybe John would give me some that would improve, I guess, what I was trying to do, or tell me how I was doing them, the things that he had picked out to look at.

Kristine felt good about the feedback. She had found it "very helpful". There were two specific areas of feedback that had been useful in particular. About the first, feedback on her questioning of students, she said, "well I think I learned that my questioning isn't that bad, there are areas that can be improved still... you know, where I can use clarification". About the second, her movement in class, she commented "that was very interesting because he'd picked out that there was one area in the classroom that I ignored a little bit or for the first part of the lesson". The feedback had given her a feeling of more self-confidence and it gave her a few ideas of where she could improve. The method of giving feedback was new. For example, John had used a diagram to describe her movement in class. Kristine found this interesting and useful. She could derive her own conclusions from the diagram and this had given her a better feeling of participation and a greater incentive to go back to the classroom to effect changes. In fact, the whole process had been a new experience because she could not "recall ever sitting down and talking after an observation about any data that had been collected at all".

Kristine's first ratings tend to indicate two extremes before training and after cycle 1 as shown in Table 9. In fact, her ratings are the most striking of all participants in that regard. All characteristics were rated 1 before training except number 6, supervision for all teachers. Kristine did not have very negative feelings about her own experience or about supervision generally before training but she did feel that existing supervisory practices were not all similar to the characteristics listed for clinical supervision. In

Table 9

Rating of Clinical Supervision Characteristics by Kristine

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	1	5	5	5	5
2. teacher participation	1	5	5	5	5
3. shared responsibility	1	5	3	4	5
4. collegial relationship	1	5	5	5	5
5. objective/systematic observation	1	5	5	5	5
6. supervision for all teachers	3	5	5	5	5
7. continuity of learning	1	5	5	5	5
8. use of multi-step cycle	1	5	5	5	5
9. relate to theory of teaching	1	5	5	5	5
10a. pre-observation relationship	1	5	5	5	5
10b. pre-observation discussion	1	5	5	5	5
10c. pre-observation contract	1	5	5	5	5
11. use of observation systems	1	5	5	5	5
12. data analysis	1	5	5	5	5
13. post-observation conference	1	5	5	5	5
14. post-conference analysis	1	3	2	4	5

characteristic number 6, she had used a rating of 3 because of her feeling before training about the fact that there should be supervision for all teachers. The ratings of 5 for all characteristics except 14, post-mortem, after the first cycle support her feeling that it had been a "worthwhile experience", a very different and satisfying experience. For example, she did not see the principal at all as an authority figure. On the contrary, she felt more as an equal with him in the improvement of instruction. She had had an opportunity to participate in the pre-observation conference and the planning of the observation which had been really detailed and objective. Although there had been a mistake in trying to observe too much, there would be an opportunity to continue analyzing and discussing this data and there would be an opportunity in other cycles to look at other things. This was important for Kristine because she had just returned to a grade 2 class after a number of years in junior high, and it was important for her to know that she was doing the right thing for the children. The experience had even given her some ideas for working with a student teacher during the coming week. Kristine did admit that perhaps her ratings were high but added "I still felt the way that I reacted to it there". The only problems she could think of were that they had attempted to observe too much and that John had been very busy, and that had created some difficulty in the scheduling of the observation and the conference. As far as she was concerned, the time factor was not a major problem because "if I undertake this with the idea that it can help us... I'm willing to put the time in it".

Third Interview: Cycle 2

The second cycle appears to have been a difficult one for Kristine, yet it was a valuable experience, it seems.

Kristine came to the interview with some notes. There were a number of questions in her mind after the conference. She had been disappointed and frustrated to some extent, and there seemed to be some mixed feelings as one could suspect from her first comment in the third interview.

R: Kristine, I'd like to start off by asking how you feel now about clinical supervision after two cycles.

K: My ideas as far as the importance of clinical supervision haven't changed, they probably, I guess, just been reinforced if anything as I've been going along. I had made a note down here that I've haven't been kept informed or been made aware of things that John has been doing in class or that people have been doing in class so that I don't know for sure... if they are supposed to be concentrating on any one thing during an observation, but maybe I don't have to know, but... one of the questions that you had down here which is the very last one... you know, if you sit down and analyze the whole cycle... I just wondered if I should be aware of what's going on in class, if I should be looking for other things. I really don't know.

There were two main reasons for the frustrations. First, although the feedback had been good, Kristine felt that it was not on what had been agreed to in the pre-observation conference. The following record of the interview explains her feelings and the reasons for her frustrations.

K: OK, this is where I go back to my tasks with John for the observation. At the time we talked about them in our pre-conference, they seemed clear to me and they seemed to answer a need for myself and for the class and yet after the post-conference and our tape ran out and everything I felt that both of us had talked about lots of other things and thrown in lots of other things and didn't really get down to the iseue or the tasks for observation that we had, and I don't really know if my question was answered or not; that's the way I feel right now... and I think in some ways John felt it too... I could've talked on for another half hour, I'm sure, and a post-conference, I don't think, is supposed to be that long.

R: So it wasn't as structured as it could have been?

K: Maybe that's a good word, I think, right. Yeah and I had written down here, you know, from your observing of the tape, I would appreciate an outside opinion as to whether or not we did do what we said we were going to do. You may not want to answer that, I don't know. I felt that this observation for me though was really valuable; the other one was too, but I felt it more strongly in this one; it made me more aware of things that go on in the classroom when I'm there and it made me more conscious of what I do or plan to do; it certainly pointed out some interesting facets of student behavior that I don't think I would have noticed...

R: OK, you asked me a question whether I would comment on what you wanted to observe and what was actually observed and the feedback that you got.

K: Uh huh.

R: Let's go back to our discussion much earlier about what you wanted John to observe and what he actually did observe. I think there was some discrepancy there.

K: I somehow get that feeling now that there was and I did after the post-conference too.

R: OK, and the explanation is that John didn't feel comfortable with observing what you had asked him to, and to use his words, he snuck in, you know, the words on task and you said yes, then you both carried on from there and decided that he was going to observe whether the students were on task or not.

K: Well, did on task come out in the pre-conference?

R: Yes it did.

K: It did eh? OK, then I'll have to retrace probably a few of the things I said so he did observe what he had agreed on.

R: But whether you agreed voluntarily or whether he made you agree, I don't know, but you did agree at the end... so what he brought you was some tallies about each of the students in both parts and he had a lot of data about each of the kids so he did give you the feedback that you had agreed to at the end of the conference but that still leaves you hanging some place because that's good feedback but not what you wanted.

K: Yes, and that's you know, having you restate it that way for me, I think puts more of the onus on the person being observed though to really be clear in their own mind of what they want, first of all, and be able to state fairly simply.

This led to a discussion of characteristics 3 and 4 - two professionals working together and the teacher sharing equal responsibility in the design of change. Kristine had used a rating of 5 for each and was asked

R: Did you feel like an equal with John in -
K: Totally -
R: The pre-observation?
K: Totally.
R: Why did you not tell him then, 'no, John, you're leading me off there, that's not what I want you to observe', because you got evidently some disappointment after the observation and the post-observation because that's not really what you wanted.
K: Yeah, but I didn't feel that at the time.
R: I see.
K: I can only feel that after. This is why I said... I think the person being observed has to... really know and be able to state pretty clearly what they want to be observed. Maybe, because of the whole situation of this, the scheduling and the rushing and everything, I maybe wasn't clear on what I really meant and so when things were restated or whatever as they were then I went along with yes, that's what I want, and this is part of what it is, you know, certainly the on task is included there.
R: OK so perhaps you were not really on task, yourselves.
K: Well, myself.
R: Or John as well because he had his own agenda as he said, he wasn't comfortable with what you were asking so he substituted with his agenda.
K: And because I wasn't that clear, I said sure, and I agreed to it.

Kristine agreed to change her rating of characteristic 3 from a 5 to a 3 and, after a review of the pre-observation portion of the videotape, she could understand more readily how some manipulation of the pre-observation contract by John and some lack of clarity by herself about her role and what she wanted to be observed had led to some misunderstanding and a great deal of frustration for her.

A second reason for the frustration was time and timing of the meetings and the observation. Kristine had had a student teacher who was pretty well taking over her classes for a period of two weeks. She would have like to do the cycle during that time but John had been ill and he had been "very busy" again. The result was that "things were just really really rushed" to "put something in" the week prior to the interview. Kristine said that she could understand the principal's problem with time but this experience had not been as satisfying for her as the previous one because:

> There was a deadline, I think that's the way we did it is there was a deadline and I don't think that's the ideal way to do it; I don't think it's a good way to do it.

She felt disappointed that this cycle had to come after everything else, and she indicated that the rushing had certainly been a factor in the misunderstanding and the contract.

In spite of this frustration, there had been some satisfaction with this cycle. Both she and John had been more relaxed. They had not been uptight about the camera as they were for the first cycle. Generally, her ratings of 5 throughout (except a 2 for number 14, post-mortem because there had been no time, and a 3 changed from a 5 in number 3, sharing equal responsibility) reflected Kristine's high satisfaction with the cycle. The ratings of 5 indicated how she really felt. The cycle was definitely aimed at improving instruction. She had been involved and participated throughout. The relationship with John was excellent. The multi-step cycle had been followed (in spite of timing difficulties) and the feedback had been very detailed and valuable (in spite of the pre-observation contract problems) and there would be an opportunity for continuity in the next cycle. The only characteristic that could be changed was number 9 because they really had not referred to actual theory of effective teaching, but Kristine wanted to retain the rating of 5 because the whole exercise was aimed at making her own teaching more effective.

One of Kristine's last comments was that clinical supervision "isn't something you can do haphazardly". She added:

> I really believe it is something that if it's going to work in a system that we have to find time to sit down and discuss, other than during a pre or post-conference with an observation, but sit down and discuss the whole idea and then be able to relate ideas with each other.

John and Kristine - Joint Interview, Cycle 3

The joint interview with John and Kristine revealed patterns similar to the other two case studies. There had been problems in the first two cycles but most of these had now been ironed out and the perceptions of both participants about the value of clinical supervision appeared to be very positive. Kristine's first comment, for example, was the following:

> Clinical supervision for me is even, I think, it's even more valuable than I thought at the beginning, and I was fairly well convinced of it at the beginning.

She commented jokingly that "John didn't sneak in anything about 'on task' in the pre-observation conference this time" and went on to explain why she had found this cycle to be better than the others. First, her decision about what was to be observed was based on some literature on effective teaching. She had studied some lists that John had given her (California and Texas Principles) and had decided that

> There were several items in there that referred to question and answer techniques as related to effective teaching or effective question and answer techniques, and I decided that was an area that I'd like John to observe, and there were several things mentioned in there that I knew I didn't do in class and I wanted to, I guess, see how they work... to try them out in class.

Commenting later on why she felt things were very different this time, she added:

> Yes I attribute a lot of that to what I used as a basis for what I wanted to be observed. Before I was picking on something that, well to me, it was just picking something out of the hat... and I think that if you have something to work from that really has

> been backed up as a good thing, then that's really something to focus in on. I was clear about what I wanted and I think I was able to present it well enough to John that he knew what I wanted to do.

Her reaction to a question about what she had learned from this cycle was the following:

> I think that I have to take some time beforehand to really decide what's going to be done in my class and what John is going to observe, and I don't think that should all have to be left up to him, and I felt I did sit down and I did do that this time, and I don't know if I did totally in the times before; and I also liked working from something that has been proven to be effective teaching technique as opposed to just picking out of a hat.

And, at the end of the interview, she assessed the advantages of clinical supervision as follows:

> For me, the greatest advantages, I guess, were the fact that it's a non-evaluative thing... I feel also the sharing, the working together with someone else, the realizing in your classroom that there probably are some more effective teaching techniques that you could be using to establish a better teaching, learning atmosphere, and being able to have somebody who's interested enough to come in and do some of that observation and sit down after and take the time to talk about it.

John also was pleased with the cycle. He described his overall perception as follows:

> J: I guess it's a progression type of thing; I felt much more comfortable the third time around than the other two; I felt that as time went on, I could reach my objectives more easily; I felt more comfortable in what I was doing.
> R: Could you specify "my objectives"?
> J: The main objective was the improvement of instruction; also the idea related to that is the whole area of observation. I had mentioned prior to the first one that there was a need for a system or a method by which a person should observe or could observe effectively and now I feel that when I go into a classroom, I have something to hang on to that will be valid, you know, and I'm not just going in there and basing everything on my own priorities or preferences, so I feel much more comfortable now than before; I think that we've done a great deal.
> R: Because you have better data and why else?

> J: I think it's the whole approach, the low inference approach where I'm not making a lot of judgements; I'm simply collecting data, placing this information out and then jointly we can come to some inferences but it's based on data, not on opinion.

He explained later that "you get more comfortable as you go along".

Asked what had changed his earlier reservations, he added:

> I think the whole idea of an approach, a systematic approach to observation or to supervision; I have now seen something that can work, gain some experience in it and now I feel more comfortable about it; you know, it's sort of like a person evaluating flying but he's never heard of or seen anything doing it done it himself, you know, once you've done it, then your whole outlook is different.

Of the advantages of clinical supervision, John said:

> I'd say that the clinical supervision model provides a systematic low inference method for the principal to carry out one of his most important roles, that being that he's supposed to be the educational leader in his school... This model provides an excellent framework by which the teacher can participate fully.

Coming at the end of the interview on how the training component could be improved, John offered this opinion:

> I suppose you'd have to add to it, I don't think you could take away anything because all that you did was important; in adding to it, I would stress more time be spent on gaining experience with data collection systems; that would be the most valuable for me.

The only limitations discussed by Harris (1976a) that either John or Kristine could relate to was the time constraint. John recalled the difficulties with deadlines and the rushing. His use of clinical supervision would have to be limited to those teachers for whom he would have to do an appraisal. He conceded later that

> Part of this time is just a matter of priorities, and I agree with that; it's a matter of looking at what you're doing and shifting some, re-priorizing what you're doing but I think that can only cover part of it because a great deal is determined for you...

Commenting on disadvantages of clinical supervision, John had this to say:

> I think the greatest problem is that of the time factor; now this model requires much more time than principals presently have in order to implement it. Granted by re-examining priorities, some time may be obtained. However this would not be enough to be able to implement the program to any great extent. School boards, I think, and central administration need to examine their priorities in relation to the role of the principal and try to provide time as well; unless there's an on-going approach, the program is less likely to succeed.

As a teacher, Kristine agreed that "time was a major problem" but, in her opinion, it would be more of a problem for the principal. She concluded:

> I don't know how this thing can be changed other than what John said; I think a lot of it rests on priorities set by both the principal and central office.

Regarding collegiality, John indicated that he felt better about it than he had before - "the whole aspect of it wasn't nearly as frightening as it was, you know, right at the beginning". In a written comment attached to the ratings, John had offered this opinion:

> Certainly, the collegial, trusting relationship between supervisor and teacher may vary, depending on the people involved. Some greater, some less. However, this relationship should be able to be developed in all situations. I believe the personalities of the participants play a more important part in determining whether or not the relationships can be developed, than the fact that the principal is an authority figure. Complete honesty and above board dealings are essential.

Kristine simply added "in going through a lot of it, you end up developing some of that collegiality that is so essential to the whole process".

Asked how she felt about her participation during this cycle, Kristine said:

> I felt sure of what I was asking him, and I felt all the way through then if he, John hadn't said what I wanted him to say or hadn't clarified it to my satisfaction, I would have pointed it out; I felt I did in a couple of instances.

Asked if she felt that teachers could share equal responsibility for the improvement of instruction, Kristine added,

> I definitely feel they can; I think they have a lot to offer and to share with their principal based on the time that they spend in their own classroom and they have information to draw on which the principal who is responsible for a whole school can't be expected to have.

The ratings indicate a high degree of satisfaction with the third cycle and almost complete agreement with the characteristics.

On characteristic number 1, emphasis on improvement of instruction, John and Kristine both rated 5 for cycle 3 and agreement. John indicated that he used a 5 for agreement because of the word "emphasize" because "that doesn't remove the possibility of appraisals". Kristine added that she didn't feel evaluated. She was taking part for her own improvement.

The same ratings were used for characteristic 2, participation by teachers. Kristine had nothing to add but John had this comment in his written notes:

> Unless teachers really participate the attempt to improve instruction is less likely to succeed. Teachers and supervisors can share equal responsibility if both agree to the objectives. Here again, the personalities, experiences, etc. of the participants play an important part in determining the proportion of responsibility for each.

John used a rating of 5 for both cycle 3 and agreement for characteristic 3, equal sharing of responsibility by the teacher. He felt that "equal" sharing was 'ideal' but practice may again depend on personalities. Kristine had a rating of 5 for agreement and explained the rating of 4 for cycle 3 by saying that she would like more practice now that she knew what the concept meant.

For characteristic 4, trusting and collegial relationship, John explained that the rating of 5 in cycle 3 applied to the relationship with Kristine. The 4 under agreement was a "safety hatch in the event that you run into a difficult person to work with". Kristine explained her two 5's with the following comment:

> I really like to think it's possible... I sometimes think that maybe teachers are responsible for creating an atmosphere where this collegiality doesn't exist; I think sometimes we set up the principal as a threat in our own mind, like I think if we were confident in the fact that we're expert in part of the things, in our own classroom... then we should feel that we've got something to share.

Kristine had no comments on her two ratings of 5 for characteristic 5, objective and systematic observation. John was in full agreement with the characteristic and explained a rating of 4 for cycle 3 by saying he felt he still needed improvement in observation skills.

John was in full agreement with characteristic 6, supervision which is intended for all teachers. A rating of 4 was used for cycle 3 because he felt that some new teachers may find it difficult to enter a clinical supervision process because of apprehensions related to not having tenure. Kristine emphasized her two 5's by saying "yes I think it's a really important thing; I think we have to continue all the time to evaluate ourselves".

Kristine had two 5's again for continuity of learning, characteristic 7. She expressed the wish that she would have known earlier during the project about the "models of effective teaching" because this could have improved the continuity of learning from one cycle to the other. John had no comments on his two ratings of 5.

Neither John nor Kristine had any comments on the use of two 5's for characteristic 8, use of the multi-step cycle.

For characteristic 9 relating to theory of effective teaching, John was in full agreement but he used a rating of 4 for cycle 3 because he felt he needed more knowledge and experience in this area. Kristine reinforced her two ratings of 5 by saying that "it's good sometimes to relate what you're doing in class to what is known to be effective teaching".

The three characteristics in number 10, pre-observation conference, were all rated 5 for both cycle 3 and agreement. There were no comments.

Kristine's comment about her two 5's for characteristic 11, appropriate data collection systems, was that "everything that John has given me in every cycle in my classroom has been superior to anything that was or wasn't done before; it's been helpful". John was in full agreement with the characteristic and his rating of 4 for cycle 3 was again related to lack of experience.

There was nothing to add to explain the ratings of 5 for characteristic 12, analysis, and characteristic 13, post-observation conference, in both cycle 3 and agreement.

Both John and Kristine were in full agreement with the importance of the post-mortem, characteristic 14. Their ratings of 4 for cycle 3 both related to lack of time for sufficient discussion.

In spite of the nervousness at the beginning and the constraint of time and equipment, both John and Kristine found some value in the use of video equipment. John thought that "it's great as a training instrument because you don't recall as well as if you were to record it on paper". One of the best examples for him was that he had not realized how much talking he was doing. He wouldn't want to use it all the time but saw its advantages for the three cycles. Kristine felt that viewing again "clarifies things and helps remember everything that you said and had agreed to".

Summary - Case Study 3

Despite John's hesitation after the first cycle and Kristine's frustrations during the second cycle, the clinical supervision experience appears to have been a very satisfying one for both John and Kristine. John seemed to be more reserved in his enthusiasm about the practicality of clinical supervision for principals because the time constraint appeared to weigh more heavily on him that it did on Garry and Tom. He was in almost total agreement with the characteristics. His only reservation was that the trusting and collegial relationship may not be totally possible with all teachers. Whatever dissatisfaction there may have been during the three cycles was related to the time constraint and his own lack of skills and experience in clinical supervision. Kristine was in complete agreement with the characteristics. This was the only one of the case studies where research on teaching was related directly to what was observed, and Kristine appeared to have taken a leadership role in this. Her only dissatisfaction after cycle 3 was that she could not have related to the theory of effective teaching earlier.

John had somewhat of a problem at first to accept the change in emphasis from evaluation to improvement of instruction because of what he called his "traditional and conservative nature". By the end of the third cycle, however, he was in full agreement with the concept but left the door open for appraisals whenever necessary.

There were some difficulties and yet some success in the development of "colleagueship". On one hand, John had some difficulty with the trusting and collegial relationship concept during the first part of the project. At the end, his only reservation was in the application of the concept because he felt that in practice personalities may interfere with the development of such a relationship. Kristine had no difficulty with this concept. She was somewhat protective of the principal in this area, saying that whatever problems there may be in the development of this relationship may be related to teachers' fears and lack of information. On the other hand, colleagueship in terms of professional partnership and involvement of the teacher was developed to a higher degree in this case study than it was in the other three. It was felt that this was due to the fact that, in the end, the process of observation and analysis was related to the theory of effective teaching. It appears that this was one of the most satisfying accomplishments for Kristine from a professional point of view. There certainly no difficulties in identifying possible needs for change in teaching behaviors from her point of view.

The use and development of more objective and systematic systems for classroom observation appeared to have been one of the most useful discoveries for John as it was for Garry and Tom. This and the fact that these systems were used within an organized process appeared to satisfy John's greatest need.

Within the development of improved conference skills, it was probably those skills related to greater teacher participation that influenced John's change of opinion about the trusting and collegial relationship.

As indicated earlier, one of John's greatest difficulty with all the cycles was the time constraint. Perhaps he was the most realistic of the four principals in insisting that clinical supervision could not be implemented without reviewing the role of the principal and further consideration of the time factor.

Case Study 4: Barry and Velma

Barry - Participating Principal

Barry was principal of an elementary-junior high school of 550 pupils and a teaching staff of twenty-five. He had a total of fourteen years of experience in education, of which four were as vice-principal and five as principal. He held a Bachelor of Education degree. His information sheet did not show any courses in personnel supervision, supervision of instruction, effective teaching, or classroom observation. He had done no reading in the last two years in the areas of supervision and effective teaching, and he had no previous exposure to clinical supervision.

Barry was a latecomer to the group because he had replaced one of two others who dropped out earlier. There were no major problems and Barry appeared quite willing to participate and ready to begin training. After the first visit, it was evident that there was a very good relationship between Barry and Velma. Barry asked Velma because he had been in her class to help several times during the past three years, Velma's first years of experience. Velma had readily agreed because she felt Barry had been very helpful and, as will be seen later, tended to be somewhat protective of him at times.

First Interview: Pre-training

Barry knew that he had to evaluate all teachers who needed recommendations for contract or certificate purposes. He had not seen a written policy and did not think that there was anything in writing. Principals were "told... probably by letter... I think I've seen something to that effect somewhere... but it's generally an accepted procedure".

Supervision was very important in Barry's opinion especially "if we're going to call ourselves a profession". He felt that it was important for a school system to evaluate its staff. He felt that young teachers needed a "guiding hand" and appropriate feedback to "know where they're at". He thought that principals often fell short in that area. Young teachers, and in fact others as well, would not admit that they are having a problem with discpline, etc. It was up to the principal to be a little more helpful and positive that way. The role of the principal in supervision was quite important, not only from a helping point of view, but also from an evaluation point of view for accountability purposes.

Barry echoed the feeling of the other three principals in saying that supervision was one of the most difficult administrative tasks for the principals. In his opinion, there was a need for more and more supervision. He was a strong believer in accountability. He felt that there was an opportunity to be more selective in hiring teachers now because of decreasing enrolments and staff reductions. However, Barry had a number of concerns about supervision. First, there was a concern about objectivity and competence in supervision. He had seen cases of what he could call "almost malpractice" in supervision where so-called "problem teachers" were moved from one school to another, perhaps from an inner city school with decreasing enrolments to a developing one such as his. Yet, out of several evaluation reports on file, there was not one indication of difficulties or any negative comments. Barry felt that there was a need for "a little more straightforwardness and little more honesty". He, or anybody, would find it difficult now to challenge such a teacher because of his incomplete record. Barry had no study in this area. He was looking for skills. As he said, "there is a technique involved or there must be or there should be, and I'd like to learn about that". More specifically, he was looking for "different techniques you can use in the classroom, with your interviews with the teacher... maybe some aspects of the report, something very concrete that will be adaptable...". He felt that observation and conference skills would be a definite help. He hadn't thought of the area of effective teaching but added:

> If that's what we're going to be looking at or evaluating, well we should improve one's expertise in that area, otherwise you may lose that person's confidence as to who are you to judge type of thing.

Another concern related to the above was that of maintaining rapport with staff. In all fairness to the teachers, he felt, principals should make efforts to be more objective, more competent. In his opinion, this would help maintain better relationships with the staff.

Time was definitely a factor in supervision. This was another concern. Barry was not sure how much time he should be spending on supervision - perhaps 10%. On the other hand, with his staff of twenty-five, maybe it should be closer to 30%. In any case, he was attempting to delegate in order to make time for supervision. He had established a decentralized decision-making system through a number of committees for various tasks.

Providing feedback was another concern. Barry felt that "it's important for teachers to know where they stand, to know whether they're doing a good job or not". In fact, Barry indicated that it was important for principals as well. He complained that "you just don't know, they don't tell you... you have to assume that you're doing a good job".

Generally, Barry had no major problems in supervision. He needed more skills, he wanted to be more objective in order to avoid conflicts and to be more fair with his staff, and, generally, he wanted to be more competent.

Second Interview: Cycle 1

Barry's first reactions to clinical supervision were "pretty positive". He had realized how much he had to learn in terms of data collecting, and he had realized the importance of setting objectives in the pre-observation conference. Generally, he was quite pleased with the first conference. Through self-analysis, however, he had noted a number of areas where he wanted to improve in the second cycle. He had made an error in adding two or three objectives to the two that had been agreed to in the contract. He was quite surprised to note that he had really dominated the conversation (his STACS analysis later confirmed 80% supervisor talk), and he felt that he had been quite directive in his approach. In the next cycle, he wanted to involve the teacher to a greater extent. Finally, he felt that he had used too many value judgements.

According to Table 10, Barry's first rating of the characteristics showed a pattern similar to that of the other three principals - supervisory practices which related more to the clinical supervision characteristics after the first unit of training. However, as was the case for John, the difference between the ratings before training and after the first unit of training was less than it was for Garry and Tom. On one hand, although most ratings were 1 and 2 indicating pre-training practices did not relate to the clinical supervision characteristics very well, there were four exceptions - four ratings of 3 for characteristics 4, 6, 12, and 13 indicating that Barry thought his relationship with staff had been somewhat satisfactory, that he was making an attempt to supervise all teachers, that he had

Table 10

Rating of Clinical Supervision Characteristics by Barry

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	1	4	4	5	5
2. teacher participation	1	2	4	5	5
3. shared responsibility	2	2	4	5	5
4. collegial relationship	3	4	4	5	5
5. objective/systematic observation	2	2	4	5	5
6. supervision for all teachers	3	4	5	5	5
7. continuity of learning	1	4	5	5	5
8. use of multi-step cycle	1	5	5	5	5
9. relate to theory of teaching	1	3	4	5	5
10a. pre-observation relationship	1	3	4	5	5
10b. pre-observation discussion	1	4	4	5	5
10c. pre-observation contract	2	3	5	5	5
11. use of observation systems	1	2	5	5	5
12. data analysis	3	3	4	5	5
13. post-observation conference	3	3	4	5	5
14. post-conference analysis	1	4	5	5	5

made an effort to analyze whatever data he had after an observation, and that he held post-observation conferences at least for some of the observations. On the other hand, the ratings after the first cycle showed a slower rate of change toward the clinical supervision characteristics than there had been for the other three principals. There were still four ratings of 2 and five ratings of 3 and there were only six ratings of 4 and one of 5. Characteristic 1 had been rated a 4 because there was a definite agreement between himself and Velma that the objective would be improvement of instruction and not evaluation. A 2 rating was used for characteristic 2 because Barry had dominated the conference as indicated earlier and had not encouraged Velma to participate. The same reason applied to the rating of 2 for characteristic 2, sharing of responsibility by the teacher. This new process appeared to have improved an already good relationship with Velma, the reason given for a 4 rating in characteristic 4, a trusting and collegial relationship. Barry have a rating of 2 for characteristic 5, objective and systematic observation, because he thought his data was sketchy and he had not made a very good use of it. His rating of 4 in characteristic 6, supervision for all teachers, appeared to be related to agreement more than to practice. He suggested that "some plan should be initiated where all staff would have an opportunity to be involved" and Barry thought this should be on an on-going basis. This explains his rating of 4 for characteristic 7 as well, continuity of learning. Barry offered no comments for his choice of ratings for the other characteristics. He concluded from his first cycle that "the five-step approach to clinical supervision is kind of key". He liked the concept of using data as the basis for the conference. Good data used discretely, he thought, could help to increase teacher involvement and to develop a "more mutual approach... and collegiality which we feel is so important to the process".

Third Interview: Cycle 2

Barry's general reaction to clinical supervision after the second cycle was that he was "generally very pleased with clinical supervision per se". He had changed from a principal "who saw his role as strictly evaluative to one who would see supervision as a real avenue for teacher growth as well". He had achieved some of his goals for this cycle - fewer objectives for the observation, better use of data, being more objective, using fewer value judgements, and increased teacher participation.

One of the major improvements was in the area of observation. His observation in the first cycle was a "global observation" and his data system had not been very effective. This had forced him to use a number of value judgements. In the second cycle, he and Velma had zeroed in on one specific objective. He had reviewed a number of observation systems with Velma and had given her "a choice of two". She had made the final decision. Data collection was much easier and it had been much easier in the conference to focus on the data.

In spite of this involvement, however, it appeared to the observer that the participation was not really 'collegial' because Velma had become somewhat dependent on Barry, either because of personality or because of previous supervisory perceptions and experiences. This was explored with Barry after reviewing the conference videotape.

R: Barry, Velma has done it twice again; she looks at the data, and that seems to be very obvious, in this case about a student who doesn't pay attention or does all sorts of things, and she still asks you for an opinion -
B: Yes -
R: How do you interpret that?
B: Well I think it's an attitude, you know, her role I suppose compared to my role... I didn't notice before but, you know, she's always asking for my opinion and of course this kind of puts me on the spot. Do I come out with an opinion and answer her question directly or do I go back to the data and try to ascertain for myself and her how she got that impression...
R: That's an important decision you may have to make there because for whatever reasons, she is dependent, whether it's because of the old system of supervision or because of her personality, she does ask you for your opinion and you tell me that you're trying to stay away from value judgements...
B: Maybe it's more comfortable when somebody else observes you.
R: She seems to be comfortable in participating when you are making suggestions -
B: Yes -
R: But she really hasn't taken the initiative yet.
B: No, no I have to agree; I think that she was more involved in this one in terms of, you know, the amount of time that each spoke but still when she referred to the data, she always comes up with a question rather than offer her own opinion. This is something that maybe when you interview her, you know, I hope it will come up, that she would see that in herself so that maybe in the future she would be more data conscious and may try to come up with her own opinions.
R: I'll certainly do that with Velma but is there something that you could do as a supervisor knowing Velma as you do,...
B: Well, I think it may be wise, you know, to just kind of sit down with her and go over the tape again and see if she can pick this up...
R: Yeah, find out whether she could not interpret the data -
B: Herself, yes -
R: Or whether she was just relying on you for your opinion -
B: Uh huh.

Barry's ratings in Table 10 and his comments show a definite move toward greater agreement with the characteristics of clinical supervision after the second cycle. All characteristics were rated either 4 or 5. The rating of 4 for characteristic 1, emphasis on the improvement of instruction, indicates that Barry was still of the opinion that there may be a need some day for evaluation in the case of "problem teachers". The same rationale applied to the rating of 4 for characteristic 4, trusting and collegial relationship, and characteristic 10a, development of this relationship in the pre-observation conference. Personalities may also enter the picture in some cases, he thought. The rating of 4 for characteristic 2, participation by the teacher, and characteristic 3, sharing of equal responsibility by the teacher, indicated that "Velma was much more of a participant... and was beginning to appreciate the fact that she could be more involved". There was room for improvement in both, however. The rating of 4 for characteristic 5 reflected the fact that there was considerable improvement in Barry's data collecting procedures but room for improvement here as well. The rating of 5 for characteristic 6, supervision for all teachers, was more a reflection of Barry's agreement with the characteristic because they had been no supervision with other teachers. The fact that there had been some continuity in discussion with Velma accounted for the rating of 5 for characteristic 7, continuity of learning opportunities for the teacher. Another reason was Barry's plans to use this approach with other teachers later on. The time constraint would not allow him to get involved extensively with more than a few teachers in any one year but over the years he could eventually supervise all of his teachers with this approach. Each of the five steps were followed and Barry considered all of them very important. This accounted for his rating of 5 for characteristic 8, use of the multi-step cycle of supervision. Characteristic 9, relating to theory of effective teaching, could be improved somewhat as indicated by the rating of 4. The second cycle had really focussed on "more effective teaching" but not to the theory itself. The theory was considered very important, however, and Barry felt that this research could be shared with all the teaching staff. In characteristic 10a, development of the collegial relationship, the rating of 4 also reflected the fact that the opening of the conference was still a little formal. Barry was looking at improving his conference skills. There was still room for improvement in characteristic 10b as well, planning of the lesson, as indicated by the rating of 4 but Barry felt satisfied that, in characteristic 10c, defining what is to be observed, he and Velma had succeeded in zeroing in quite well on one specific objective for the observation. This had contributed considerably to the success of the conference and was reflected in the rating of 5. Barry was satisfied that he had used an appropriate data collection system and used a 5 rating for characteristic 11. A better analysis of data and better conference skills could have contributed to a greater participation by Velma. This explained the rating of 4 in characteristic 12 and 13. There had been a considerable amount of informal discussion of the cycle after the conference and that was the reason for the rating of 5 for characteristic 14, post-mortem.

There were no major problems with this cycle. Barry and Velma had not been affected by the camera as much as they had during the first cycle. The only remaining concern for Barry was whether a principal could use clinical supervision with all teachers. He was of the opinion, however, that clinical supervision could be a starting point with all teachers. This approach to supervision could be much more productive. The data could reduce chances of conflicts. If necessary, an evaluation could still be done at a later stage in the process.

Velma - Co-operating Teacher

Velma had completed three years of teaching at the primary level. She held a Bachelor of Education degree. She had not done any reading of literature on supervision or effective teaching during the last two years and she was not familiar with clinical supervision.

First Interview: Pre-training

Velma knew of the evaluation policy for new teachers. In her case, Barry had been in her room three times for evaluation purposes during the first year. Although she would not want to be under surveillance all the time, Velma was of the opinion that every teacher should be evaluated each year, "at least once a year... if not more, maybe three times" because "you tend to become lax sometimes". In her opinion, the principal was in the best position to supervise. Even if other supervisors without administrative responsibility were available to come in and help, Velma still felt that supervision should be done by the principal because "he's closer to the situation and he's in a better position to relate to teachers". The purpose of supervision should be to help, to give direction and guidance. In her experience, supervision had been "definitely valuable". She was frightened the first time, but Barry had been very helpful every time. There had been a conference after each observation. Barry had come in with some notes, some suggestions for improvement. Asked if there were any problems in supervision, Velma replied

> No, I've always, actually I've always enjoyed Barry's visits. I feel very relaxed with him and I keep referring to him because he's the only one that, I've always been under him since I started teaching. No I've never had any problems.

Velma agreed that she had perhaps been in a privileged position. She had gained most of her experience from Barry during her first year. In fact, she thought she had learned more from him than she had in all her years at university. In her case at least, the relationship with Barry was very good. In her opinion, it was very important to have such a relationship. She couldn't really say how other teachers might feel about supervision but she suspected that the same relationship may not be possible with all teachers. Asked how she felt principals might feel about supervision, Velma said

> It must be hard... to go into a classroom and sit back there and then after meet with the teacher, and if he saw something drastically wrong, he'd have to be a very diplomatic person to get his points across without really offending the teacher... I think it must be hard. I wouldn't want to do it. I would hate to go in and evaluate someone. I think it would be very hard. You'd have to be diplomatic.

Second Interview: Cycle 1

One of Velma's first comments in the second interview was about the camera. She said

> All of a sudden, we knew there was a camera on us and I think I sort of froze with the fact that the camera was there and also a third party in the room who was not involved; you know, I felt reluctant to come out and maybe truly say what was on my mind, whereby I feel as if the situation had been such that we weren't being taped and it was just between the two of us, that I would have put a lot more feedback into it.

It appeared there were many other feelings going through her mind, mixed feelings in some instances. Discussion of her participation brought out an interesting reaction. Whereas interviews with Barry had indicated that Velma appeared dependent and seemed to be soliciting his opinion, Velma expressed an interest to present her own opinion.

R: We talked about the fact that perhaps there could be more participation by the teacher, in this case, yourself, if the data was presented in a different way or if you were asked to participate more - do you recall this and can you comment on that?
V: I'm not quite sure.
R: You felt that Barry was telling you -
V: Uh huh -
R: About this observation, that perhaps if he had shown you the data that you could have come to the conclusion yourself.
V: Right, and as the example was, when I was talking about enthusiasm in the classroom -
R: Uh huh -
V: ... he did refer back to that... but even as he made reference to that, I felt that maybe he could have evolved his questioning around to the fact, well, what do you think you could do or why do you think the enthusiasm is low in your classroom and what is happening - I think he maybe he could have drawn more on my own interpretation or my own feelings on the situation whereas I think it was more from his point of view -
R: Uh huh -
V: So in that way, there could be more feedback drawn from me.
R: How would you feel about this kind of participation?
V: I like it, I would like it.

When she was asked later what she could do to improve cycle 2, she had this to say:

V: ... I'd like to see myself put more feedback into the situation.
R: You'd be more affirmative?
V: I think so.
R: And not so afraid to participate because you know that this if part of -
V: Right -
R: Clinical supervision?
V: I think I know better what's expected of me too.

On the other hand, Velma expressed the feeling that the cycle had given her the chance to participate.

R: Did you really feel that you were able to analyze the data yourself and participate in the analysis of teaching?
V: Yes, definitely, because like I said, I was picking up on things that myself I felt that I was really involved in the evaluation not only from Barry's point of view but from my own point, and I felt I had to stop and I had to think, and I was able to pick out things myself.

However, she then went on to explain that the amount of participation was different during the videotaped conference and at other time when they were not on camera.

Velma appeared to have mixed feelings about clinical supervision as well. On one hand, she indicated that she did not agree with the idea of pre-planning because "if a teacher knows the supervisor is coming in, then he can just whip up a real super lesson...". On the other hand, she did appear to appreciate the on-going process. Comparing clinical supervision with the former approach, she said:

> I found with this clinical observation, it wasn't just the one visit, you were sitting down, you were talking prior when he came to the classroom, and then you went over the plans again and I just felt there was a lot more contact within the classroom and I think it's better for myself, and I think it's better for the supervisor too because I think he's going to have a more accurate picture if his visits are more than one.

Velma felt that there was potential for clinical supervision in a school. It could put a lot of teachers' minds at ease about having supervisors observe them.

V: It's along the lines of helping to be a more effective teacher and I think if a teacher is concerned with this and they definitely take their job seriously, they will want to be involved.
R: Do you think that might create more demand for the principal to observe?
V: Yes, I think if it is practiced as this outline, I think that you might find the teachers approaching the principal about coming in to the classroom which would be good for the principal because if he has so many, I guess you might call them extra-

curricular activities, and it would, might put him back in touch with the classrooms and the teachers, a lot more involvement in the classroom.
R: Do you think he could manage both?
V: It would be hard but (laughter) I think he would enjoy doing it.
R: Uh huh.
V: I think, you know, I don't think it would be a matter if he could manage it. I think if the principal wants to establish a good relationship with his teachers that he will want to, and I think that would take precedent over the extra-curricular activities.
R: That he might re-align his priorities?
V: Yes.

In the discussion of the pre-conference objective of developing a collegial relationship, Velma explained that she had always had a good relationship with Barry and gave this explanation for changing her rating from a 2 before training to a 5 after the second cycle.

R: Is this a truer reflection of how you feel now?
V: Well, it's hard to say; I guess I'm looking at it from two points of view... I've always had a good working relationship with Barry. I've always felt I could approach him but I do feel the clinical observation just has made it more personal, like I feel more on a one-to-one basis with him.
R: Uh huh, let me try to help here - you've always had a very good relationship with Barry and in that sense it was collegial.
V: Yes.
R: But what you're saying here, I think, is that it is more collegial now because there's more effort to make you participate.
V: Right, definitely.
R: So the good relationship is still there but now you feel more like a professional participant.
V: Right, like it's my ideas too.

This good relationship with Barry and the fact that he had been helpful to her as a new teacher appeared to be the reasons why Velma's ratings of the characteristics before training were quite different than the ratings of the other three teachers involved. The ratings were higher, showing that her supervisory experiences before training were somewhat similar to at least some of the characteristics of clinical supervision. As her ratings in Table 11 indicate, there were four ratings of 2, seven ratings of 3, and five ratings of 4.

Characteristic 1, emphasis on improving instruction, changed from a rating of 3 before to a rating of 4 for cycle 2 because Velma felt that "it wasn't sort of a report to go in my file... I felt we really zeroed in on instruction". There was a similar change in rating and a similar feeling about characteristic 2, participation by the teacher. Velma felt that there was more feedback from her, at least when she wasn't on camera. After some discussion, Velma felt that her rating of 4 for characteristic 3, equal sharing of responsibility by the teacher, before training should perhaps be changed from a 4 to a 3. She wanted to retain the 4 for cycle 1 because, as she said, "there is definitely more participation now". The two ratings of 4 for characteristic 4, trusting and collegial relationship, are explained by earlier comments. Velma thought that the rating for before could perhaps be dropped to a 3 but it was "borderline". The rating of 3 for before in characteristic 5 reflects the fact that Barry always brought notes to conferences before training and the 4 rating for cycle 1 indicates that Velma felt Barry "was able to zero in on certain areas right away, more so than I saw before". The ratings of 4 and 5 for characteristic 6, supervision for all teachers, relates more to professional growth". Supervision had been very helpful to Velma before training and more so now. The same reasons would apply to the ratings of 4 and 5 for characteristic 7, continuity of learning. The ratings of 2 before and 5 for cycle 1 for characteristic 8, use of multi-step cycle, and ~~for~~ characteristics 10a, 10b, and 10c, relating

Table 11

Rating of Clinical Supervision Characteristics by Velma

Clinical Supervision Characteristics	Ratings				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. to improve instruction	3	4	5	5	5
2. teacher participation	3	4	5	5	5
3. shared responsibility	4	4	5	5	5
4. collegial relationship	4	4	5	5	5
5. objective/systematic observation	3	4	5	5	5
6. supervision for all teachers	4	5	5	5	5
7. continuity of learning	4	5	5	5	5
8. use of multi-step cycle	2	5	5	5	5
9. relate to theory of teaching	4	5	5	5	5
10a. pre-observation relationship	2	5	5	5	5
10b. pre-observation discussion	2	5	4/5	4	5
10c. pre-observation contract	2	5	5	5	5
11. use of observation systems	3	5	5	5	5
12. data analysis	3	5	5	5	5
13. post-observation conference	3	5	5	5	5
14. post-conference analysis	3	4	5	5	5

to the pre-observation conference, all indicated that there was no pre-conference before, no planning - "Barry just dropped in". The pre-conference had been very valuable in the first cycle. The change in rating from 3 to 5 for characteristic 11, use of appropriate data collection systems, reflects Velma's feeling that the systems used by Barry for this cycle were more precise, more specific than the previous notes were. The same ratings and reasons apply to characteristic 12, analysis by the supervisor. Although there had always been a post-conference before, characteristic 13, the approach was much better now with more sharing, more participation by herself. This accounted for the change in rating from 3 before to 5 for cycle 1. Velma felt that she could always approach Barry before. This accounted for her rating of 3 before in characteristic 14, post-mortem. The rating of 4 for cycle 1 indicated that the process was a little more organized with the new approach but could be improved.

From previous interviews with Barry, it appeared that Velma did not see the data and did not participate very much. From this interview with Velma, it appears that she had the 'feeling' that she did participate more or at least had the opportunity to participate and to come to some of the conclusions herself. More participation was her goal for the next cycle.

Third Interview: Cycle 2

Velma started this interview with a question. In response to a question from the researcher about how she felt about clinical supervision after the second conference, Velma made a short comment about being pleased with it and about having more input but then went on to ask how the analysis of student time on task was related to the analysis of her teaching. She did not feel that she was being observed. The researcher explained that analyzing how the students were on task was really a part of looking at what the teacher did as well to keep them on task, but the emphasis was on teaching now as opposed to the teacher and evaluation before. Velma appeared satisfied with this explanation and resumed her comments relating to how she felt about clinical supervision.

Velma did feel very positive about clinical supervision. She enjoyed this cycle more than the first. She had a chance to study the data before the conference and found that interesting and useful. She then went on to begin rating the characteristics starting with number 2, participation by teachers, indicating she felt that she had participated a lot in supervision but added:

> Once again, I was questioning the analysis of teaching, like I didn't feel there was any reference really made to my teaching except now, as you say, I can see in the post-observation conference the change that came about so I guess I was involved but I just never thought of it that way...

She had used a rating of 4 to indicate that she really didn't feel involved but now wanted to change the rating to a 5. The same would apply to the rating of 5 for characteristic 1, emphasis on the improvement of instruction. She realized now, perhaps a little reluctantly still, that there had been some analysis of teaching.

There was no question in her mind about the rating of 5 for characteristic 3, sharing of equal responsibility by the teacher. She felt that she had substantial involvement in the whole process.

Velma then asked for an explanation of characteristic number 4, trusting and collegial relationship. After the observer's explanation, she said:

> Ok, then I agree; I think that really came about just from the fact that I mentioned before, that is when Barry was in the room, I didn't feel that the emphasis was placed on me and I felt that when we sat down and we talked, I felt like I was really giving a lot of input into it, like almost at one point, I felt I was almost taking over the whole thing. I felt like it was me that was sitting there and I was evaluating the situation.

Regarding the rating of 5 for characteristic 5, objective and systematic observation, Velma had this to say:

> There really was detailed observation in the classroom from the data that was provided and once more I didn't feel that it pertained so much to the analysis of the teaching but rather to the class performance but I felt that the data Barry provided me with was good and it was really detailed...

After some explanation of characteristic number 6, supervision for all teachers, Velma decided to use a rating of 5 supporting the rating with the following comment:

> Because when you're up in front of the class, it's amazing how much you're not picking up until someone is in the back of the class and it's the smallest things that go by.

Velma felt that characteristic number 7, continuity of learning, was similar to number 6 and used a rating of 5 with the following comment:

> I felt, you know, after we'd done this last one, I felt I was looking at the different techniques that you had given to Barry, different things we could use in the classroom - I wish we had time to try them all.

Velma felt that every step of the cycle was well planned and successful. This explained her rating of 5 for characteristic 8, use of the multi-step cycle, 10, pre-observation conference for the development of a collegial relationship and planning, for number 11, use of appropriate data collection systems, 12, analysis of data, 13, post-observation conference, and 14, post-mortem. Generally, the cycle had gone very well. The data had been good and Velma was happy about her increased participation. The only reservation was characteristic 10b where Velma was not sure whether to use a rating of 4 or 5. Her hesitation was related to the fact that she still did not agree with the idea of pre-planning, of knowing that the principal is coming because teachers could "over prepare" and this would not give a true picture of what goes on in the classroom.

Velma justified her rating of 5 for characteristic 9 relating the analysis of teaching to the theory of effective teaching with a comment that indicated she understood the relationship between her teaching and whether the students are on task or not.

> Well, I think if they're on task, it means I'm doing my lesson correctly, I'm getting across to them, I'm keeping their attention; if they're all off task, then I would think that I'm definitely doing something wrong, that I'm not keeping their attention...

She did not appear to understand and relate to the theory of effective teaching. Her rating is therefore related more to agreement with the characteristic than with practice.

A long analysis of the conference videotape and discussion of Velma's participation followed. There were some indications during the first part of this tape that Velma had mixed feelings about the fact that the students rather than herself had been the subject of the observation for this cycle. Also, as was discussed in the last interview with Barry, there were some indications that Velma appeared to be somewhat dependent on Barry. On a number of occasions, she had solicited his opinion rather than offer solutions of her own. The following dialogue sheds some light on the subject. This dialogue followed considerable discussion about and a review of a portion of the conference videotape.

R: There's a difference here. Ok, you're looking at the data and you're saying student number 12 is quite low in comparison to other students and then you're asking Barry what can be done to remediate that. Why do you do that?

V: I guess it's as I was saying before, I knew exactly what you're talking about; I'm still, I was falling into the old saying where I wanted his opinion. This is very hard for me to explain. I guess I still feel I want to work with him and I want what he things too, but I should have taken the initiative to come out with a conclusion on my own following his technique. I guess I was still asking for Barry's help.

R: There's nothing wrong with that but did you have an idea at the time, when you were looking at student number 12, who the student was, what the problem might be, and what you might do to resolve that?

V: Not really, to be quite honest, no, not really because I did have him in a back seat... close to mine because my desk is at the back... I couldn't see what I could do with him, he's already by my desk, he's already at the back; what else could I do with this student, and I suppose that's why I was falling back on Barry. Maybe I should have sat down and analyzed it a little bit closer myself and come up with my own conclusions -

R: OK -

V: And then taking it from there, brought my own conclusions across to Barry.

R: So in the conference you could have said, well I've thought of this little number 12 a lot, you know, he's really not on task and I thought of this alternative...

V: Right.

R: What do you think, rather than say -

V: What do you think I should do, I should have come out with my own conclusion.

R: Well, that's one approach, maybe it's not the right approach -

V: But, no, I should because, as I was saying, what I like about this I felt I was evaluating my teaching and on that part of the tape, I wasn't; I was letting Barry do the evaluating and it's something that I wanted to get away from as we were doing that. So I think, yes, I should have taken a different route.

R: Yeah; this is not a judgement; I'm trying to clarify how you feel, how you felt then in the context of what you said before about relying on Barry a lot; I'm just clarifying.

V: Well I guess how I feel, I would still like to work together with Barry but from looking at the tape, maybe I'm still unclear as to how to go about that; I'm even still holding on to some of the old inhibitions or whatever, but I don't want to get away from the idea of, I have to be more definite in my approach, but I still want a lot of Barry's feedback, but at the same time, I want to be able to put a lot of my own in, and I wasn't really, now that I look at that, I wasn't really doing that there, not at that point.

R: OK, let me try to clarify that feeling of yours. You've had a very good working relationship with Barry; you find that it's good to be able to dialogue with somebody else, exchange ideas and you don't want clinical supervision to cut that off.

V: Right.

R: So you want to be able to be more affirmative, to be in the driver's seat more, but you don't want that to cut off his participation.

V: Right; I'd sort of, well like brainstorm.

R: OK, so the idea of clinical supervision is not to take that out; no, you can still do that even if you're in the driver's seat. He can still have some input, he can still share his opinions with yours, but then it becomes a sharing rather than a telling.

V: Right, and what I was doing was that I was putting it back in his lap.

R: That's what we're asking.

V: I was, I was doing that.

After further discussion and viewing of the videotape, the following clarification was made.

V: OK; as I'm getting closer to the end of the tape, I'm finding myself coming up with my own conclusions and I think it's because of the way Barry has led his questioning up to that point. He sort of put it back in my lap and it's not just what he things; he's made me come around to take a look at the situation.

R: OK, I think that clarifies it for me because I think what you're saying is that towards the end of the tape you began to realize that you had to do more of the decision-making -

V: Right -

R: And perhaps your perception of the whole thing is based on towards the end of the tape where you were really participating and my questions related to the two episodes right at the beginning of the tape where perhaps you hadn't warmed up to participating.

V: Right... When we had finished this tape, I felt really good about it, like I felt that I, I honestly felt I'd walked out of there and put a lot into it, and at this point I can even see back on the tape where I had, I'm coming up with my conclusions.

Velma was indeed enthusiastic about this conference. She had come prepared with notes and some analysis of her own. Sharing in the analysis of data was a new experience that she had shared with another teacher who was impressed, had become interested, and would ask Barry to do a similar analysis in her classroom. Her relationship with Barry had changed. She was not being evaluated anymore. She was participating in supervision. Asked at the end if other teachers could forget that the principal is the principal when he's trying to develop a more open and trusting relationship, she replied:

> Yes, I definitely think they can because even though my relationship was good with Barry before, I felt, through doing this, I got to know him on a more personal basis, more as a person than an administrator... and I felt a lot better, just about our whole overall situation so I think if you could do this with me, you could do it with other teachers.

Barry and Velma - Joint Interview, Cycle 3

Barry and Velma indicated that, in this cycle, they had perhaps over-reacted to the adjustments of the last two cycles. There had been some emphasis in training and the other interviews about such things as the importance of establishing a clear contract, maintaining focus on the contract and not changing it, and about the need to be more objective in order to get away from opinion. As suggested in the following dialogue, it appears that the method, the techniques had become restrictions or 'shall nots'.

R: Barry and Velma, how do you feel about clinical supervision after this cycle?
V: Personally I think it has merit but I think also it has its restrictions too as to the input on the principal's part.
R: Would you explain that a bit?
V: What I felt like at the very beginning, I wouldn't want to go back to my previous role where I was very passive... but I think you can go to the extremes where something is going on

in the classroom and because it's not in the contract the principal might not bring up that point, and I don't feel that this is good. I feel that the principal should have more input than maybe what I understood clinical supervision gave him the opportunity to do...

R: And how about yourself as a teacher?

V: I found myself that way too... I didn't always feel that I could bring up or ask Barry questions because I felt restricted.

R: Barry?

B: Yeah, I have to concur with Velma to some extent; I think that because of the design of the clinical supervision model which is a good one, you know... I think we've just kind of become overly task-oriented... and I think it kind of limited the kind of natural interaction that takes place between two people when you're discussing data or whatever.

Both agreed later that they had perhaps gone to the other extreme - from too unstructured in the first cycle to too structured at times in this one.

Generally, both felt positive about clinical supervision. From Barry's point of view, the basic question of this project had been answered. A principal could use clinical supervision but we should keep in mind that, for most teachers, the supervision experience has been one of evaluation only and this barrier would have to be overcome. The principal should be able to convince the teachers that he is genuinely interested and that he is prepared to spend some time and effort working with them to grown as teachers. He was generally in agreement with the objectives of clinical supervision. The only reservation that he and Velma would have would be that clinical supervision not be too restrictive.

For her part, Velma felt that her experience had been very worthwhile. What she had appreciated was the continuity, the fact that this hadn't been a one-shot deal. There was a lot of time involved but she liked the continuing process.

The ratings in Tables 10 and 11 indicate that both Barry and Velma were in complete agreement with the characteristics of clinical supervision. All characteristics were rated 5 by both under agreement. Barry rated all characteristics 5 for cycle 3 also. Velma had all 5's as well except a 4 in characteristic 10b to indicate that she still had reservations about whether the teacher should have prior knowledge or not about the observation. Their comments were as follows.

For characteristic 1, emphasis on improvement of instruction, Barry felt that evaluation was completely out of the picture during the three cycles. The emphasis had been on working together and looking at quality teaching. He felt that this had been accomplished. Velma agreed.

For characteristic 2, participation by teachers, Barry felt that, in spite of the difficulties, the objective of increasing Velma's participation had been achieved. Velma agreed and added that she would probably rate herself lower on this characteristic before training now that she knew how passive she was at the time.

Barry felt the same way about characteristic 3, equal sharing of responsibility by the teacher. Some of the things that were done during the cycles were initiated by Velma. Velma felt that she had shared equal responsibility for some of the decisions. Again, however, she felt that her rating of 4 before training was unrealistic, too high, in view of how she had evolved during the three cycles.

Both felt that their already good relationship had improved through this experience. The greatest improvement for Barry was the fact that they could now share in the analysis of teaching. This was a considerable improvement over the evaluation feeling before. From her point of view, Velma added that, in any job, whether it's in business or in teaching, the boss is the boss and he has final decision whether he's right or wrong, but she felt that a trusting relationship could still exist even though the principal might disagree with the teacher's decision in the end.

Barry felt that the objective of eliminating value judgements through meaningful data had been achieved to a satisfactory degree. Velma thought that this was a "fun part" about clinical supervision because of "having concrete data right in front of you and realizing some of the things that go on in the classroom" of which she was not aware.

In characteristic 6, supervision for all teachers, Barry was again concerned for time. However, if this was approached systematically, he could eventually see all of this teachers. His first concern was for quality education. Velma felt that supervision should have top priority because it was important for teachers, especially for new teachers, to receive help. Barry had not had a chance to try clinical supervision with other teachers, but Velma felt that their discussion of the three cycles in the staff room had created some interest among other teachers.

Neither Barry nor Velma had anything to add about characteristic number 7, continuity of learning, or characteristic 8, use of the multi-step cycle.

In spite of the fact that there had been no direct relating of the observations to the theory of effective teaching, Barry felt that both he and Velma had gained from studying the various handouts such as the California Principles. Barry admitted that before this experience he had never come across very much in terms of "quality teaching". This would be something to look forward to in the future. Velma agreed "with what Barry was saying".

There was nothing to add for characteristic 10, pre-observation conference, except that Velma indicated her rating of 4 for 10b, planning and discussing, was related to the fact that her lesson objectives had not been discussed. Barry agreed but indicated that he felt that this had not been necessary in the circumstances.

In spite of the fact that Barry did not think he was an expert yet in data analysis, he did feel that there had been effective use of systems in this cycle. Velma had nothing to add.

A basic change in this cycle was the fact that Velma had a chance to analyze the data before the conference. This had been a new experience for her; Barry felt that she had found a lot more in the data than he had expected her to. Velma explained again that this had been one of the highlights for her because it had given her an opportunity to really analyze herself.

There were no comments to add for characteristic 13, post-observation conference. For characteristic 14, post-mortem, Barry indicated that there had been considerable discussion of the whole process. Velma agreed that there had been restrictions in the last cycle and they were looking forward to another one without the constraints of cameras and the training project.

In spite of the difficult adjustments, this cycle had been a good experience for Barry and Velma. In fact, they felt the three cycles had been a good experience. Barry felt that clinical supervision may not be the ideal, but it was better than any other alternatives of which he was aware. He liked the sharing type of supervision advocated in clinical supervision. He felt that clinical supervision should definitely be a part of teacher education programs, especially in the field of administration. He would ensure that other teachers became more aware of it before he attempted it with them. The whole area of time for both principals and teachers would have to be reviewed if clinical supervision was to be implemented effectively. He could not relate to any of the other constraints raised by Harris (1976a). The use of VTR had been good for training purposes and to "point out out little idiosyncrasies". He found STACS useful and interesting but too time consuming.

Velma agreed generally with Barry's perceptions. Information for other teachers would definitely help before they became involved in clinical supervision. Although this may depend on individuals, she felt that principals, generally, could achieve the trusting and collegial relationship necessary in clinical supervision. From her own experience, she could say that other teachers could definitely share equal responsibility for analyzing their teaching. Time had not been a major problem for herself but she felt that it could be for the principal. The use of VTR equipment had been a real constraint but she agreed that "it was good to look back on to remember what had happened".

Summary - Case Study 4

After the initial frustrations with cameras and experimenting with the method and the skills, Barry and Velma appeared to arrive at a realistic appreciation for clinical supervision. Barry had achieved his basic goal - to find a more scientific or organized method for supervision in order to become more competent, objective, and accountable. He had no major concern about his relationship with his staff but he felt that the trusting and collegial relationship approach would be an added benefit. He now had skills for observation. He had come to realize how much he monopolized conferences before and he had found some skills to increase teacher participation. In the final analysis, in his opinion, it was this sharing in the analysis of teaching that had become one of the most important characteristics and one of the greatest strengths of the method. He was concerned about the time required but he was going to attempt a systematic implementation with a few teachers each year.

Velma did not know what to expect at the beginning. She had agreed to participate in order to help Barry who had been very helpful to her in her first years of teaching. It seems that she found, in this experience, a great deal from a personal and professional point of view. Personally, she had become much more sure of herself and more assertive. Professionally, she was looking for feedback. She had found improved, more objective, and detailed feedback. She had also found a new role of herself in supervision and the analysis of teaching - a sharing of responsibility for improving instruction, a role which had improved her professional perception of herself and her relationship with Barry.

Barry and Velma had found the frustrations difficult at times but they had been able to make some lighter moments of it as well. Without letting the observer know, they had staged an episode at the end of the last conference videotape where Velma proceeded to disagree quite assertively with Barry and take over the direction of the conference. This was staged so well that the researcher and his typist were initially taken by surprise.

Overall Summary of Case Studies

The principals and teachers in this study expressed a strong preference for the objectives and procedures of clinical supervision over the more unstructured and impersonal approach to which they had been accustomed. There appeared to be no major concern about the need to develop between the principal and a teacher the type of collegial relationship which is considered essential in clinical supervision (except perhaps in the case of problem teachers). In fact, all participants believed such a relationship to be essential in changing the perceptions of stress and dissatisfaction associated with the previous mode of supervision. The principals expressed a desire to use clinical supervision with other teachers and appeared to be prepared to rearrange their work priorities in order to 'make' the necessary time available.

Chapter VI

ANALYSIS OF DATA: POST-TRAINING PHASE

This phase was added to ascertain to what extent the principals were still using clinical supervision and to what extent they were still in agreement with its characteristics eighteen months after training was completed. Training was completed in December, 1979. This phase took place in June, 1981. Principals were asked to give two ratings of the characteristics. The first was to indicate how their supervisory practices at the time related to the characteristics of clinical supervision. The second was to indicate to what extent they were still in agreement with the characteristics of clinical supervision. The same rating scales as were used earlier were used for this phase as well. An interview was then held with each principal to discuss the ratings and the principals' perceptions and use of clinical supervision at the time.

As Table 12 indicates, the principals still appeared to be in almost complete agreement with the characteristics of clinical supervision. Three of the principals, Garry, Tom, and Barry, had used ratings of 5 for all characteristics. John had used ratings of 5 for all but four of the characteristics. Ratings of 4 indicated he had slight reservations for characteristic 3, equal sharing of responsibility by the teacher, characteristic 9, relating the analysis of teaching to the theory of effective teaching, and characteristics 4 and 10a, collegial relationship.

Table 12

Rating of Clinical Supervision Characteristics by Principals Eighteen Months After Training

Clinical Supervision Characteristics	June 1981 Ratings							
	Application				Agreement			
	Garry	Tom	John	Barry	Garry	Tom	John	Barry
1. to improve instruction	4	4	3	3	5	5	5	5
2. teacher participation	4	4	4	3	5	5	5	5
3. shared responsibility	5	4	3	4	5	5	4	5
4. collegial relationship	5	4	4	4	5	5	4	5
5. objective/systematic observation	5	5	3	3	5	5	5	5
6. supervision for all teachers	3	5	4	4	5	5	5	5
7. continuity of learning	5	5	3	3	5	5	5	5
8. use of multi-step cycle	5	4	5	3	5	5	5	5
9. relate to theory of teaching	3	4	4	4	5	5	4	5
10a. pre-observation relationship	5	4	4	4	5	5	4	5
10b. pre-observation discussion	5	4	4	5	5	5	5	5
10c. pre-observation contract	5	5	4	4	5	5	5	5
11. use of observation systems	5	5	4	3	5	5	5	5
12. data analysis	5	4	4	4	5	5	5	5
13. post-observation conference	5	5	5	5	5	5	5	5
14. post-conference analysis	3	4	3	4	5	5	5	5

However, the application of clinical supervision appeared to be more difficult at the time than it had been eighteen months earlier, especially for John and Barry. Both had five ratings of 3, nine ratings of 4, and only two ratings of 5. Garry had three ratings of 3, two ratings of 4, and eleven ratings of 5. Tom did not appear to have any particular difficulty. Ten of the characteristics were rated 4 and six were rated 5.

There appeared to be more difficulty with characteristics 1, emphasis on the improvement of instruction; and 14, post-mortem, and, for two of the principals, characteristic 5 as well, objective and systematic observation. In addition, there was one rating of 3 for each of the following: characteristic 2, participation by teachers; characteristic 3, equal sharing by teachers; characteristic 6, supervision for all teachers; characteristic 8, use of the multi-step cycle; and characteristic 11, use of appropriate observation systems. However, as will be explained in the following comments by the principals, it appears that ten of the thirteen ratings of 3 were related completely or at least in part to the 'time constraint'. This appeared to be the case for Barry and John especially. Two other ratings of 3 were related to the need for more experience and competence.

Garry

Asked how he felt about clinical supervision at the time of the interview, Garry replied:

> I think I've lost my original enthusiasm and that's simply because of lack of use. The concept of supervision still intrigues me and I'm still interested in it. I don't intend to give up on it. I haven't been able to use it as much as I ~~had~~ hoped I would and I

> think that's because I've fallen into the usual trap of just not allowing myself the time. I tried to set it as a priority this year and I got off to a fairly good start with a couple of teachers and then I just bogged down.

Garry explained that the experiences he had attempted were relatively successful. There were two main reaons why he had not continued. The first was time.

> G: I get so much work to do and I'm the kind of person who doesn't take my work home with me at night... I go till 5:00 or 5:30, that doesn't make any difference, but when I leave the building, I'm finished for the day, so I think the particular situation that I'm in, and I don't want to go into a lot of detail on that, but I have a very heavy workload with the organization of the school and running the school. Under different circumstances, I think I might have a little more time but -
>
> R: Do you have a vice-principal?
>
> G: I do, yeah, and that's part of the problem. Like I say, I don't want to go into detail but because of my situation, I don't find that I have enough time and this process is time consuming...

Garry went on to explain that certain pressures often dictate priorities other than supervision.

> However, as important as it is, it doesn't have immediate consequences as some other things, organizational things that have to be done. Like if you don't get the kids organized, you've got a heck of a mess. If you don't get the supervision done with the one teacher, well nothing is really lost, nothing that shows; most certainly that opportunity is lost but still it's not as critical as some of the other things...

The second reason why Garry did not continue with clinical supervision as he had planned was that he did not feel comfortable with the observation systems. His repertoir of systems wasn't large enough and it was difficult sometimes to apply what he did have to particular situations. Another problem was to relate the use of the systems and the data to the theory of effective teaching. Generally, he felt that he needed "more practice".

There were no other major problems. In his opinion, even the trusting and collegial relationship concept was not a problem for the principal, at least not for himself.

> It's not a problem for me. In fact,... that's one thing that really clicked for me. That helped me a great deal because in my supervision practice beforehand, it had never occurred to me that this kind of relationship needed to be established for proper supervision, and so in the past, it was always the superordinate coming in and supervising the subordinate, and now I think we've struck a real familiar (word missing) for me particularly and that makes a big difference.

The following comments with Garry's ratings give additional insight into his feelings about the application of the characteristics. For characteristic number 1, emphasis on improving instruction, Garry was of the opinion that "no matter what you do, you can't separate evaluation - there is still something in the back of the supervisor's and teachers' mind". There was no doubt in his mind that teachers could participate in the analysis of teaching (characteristic 2) but Garry felt that, as a supervisor, he still had to initiate and to guide because the teachers did not have training and sufficient time for very extensive participation. Peer supervision would not work because teachers did not feel secure enough. As for team teaching, this would require a "special breed" of people. About equal sharing of responsibility (characteristic 3), Garry felt that "it works" by agreement. He had had good experiences in this area. Characteristic 4, a trusting and collegial relationship, could apply to a majority of teachers. In one of his recent experiences, for example, he and the teacher both knew that an evaluation had to be done in the end but both were able to divorce the evaluation from the analysis of teaching and improvement of instruction. The teacher had seen benefits in the process and a report was written later. Garry did not feel that this relationship could exist for very suspicious personalities. Garry had used a rating of 3 for characteristic number 6, supervision for all teachers. So far, because of the time constraint and personal inhibitions, he had supervised new teachers only. He repeated again that "there is always something else to do". Garry had used a rating of 3 for characteristic 9 as well because he was not competent enough in either the analysis of teaching or the theory of effective teaching to relate them to one another. Pre-observation conferences (characteristic 10) had worked well. In his opinion, it was critical to establish the collegial working relationship and to do appropriate planning. Garry had used a rating of 3 for characteristic 14, post-mortem, because he never really had the time to analyze the cycles. He had done this with Jerry. In the case of other teachers, he had done some analysis by himself but not with the teachers.

In summary, Garry was still in complete agreement with all the characteristics. He had lost his original enthusiasm, however. So far, he had supervised two new teachers only. The use of the clinical supervision approach was inhibited mostly by the lack of time. In turn, the lack of time appeared to be related somehow to the role of his vice-principal. His own lack of skills and competence in observation had also limited his use of clinical supervision.

Tom

Tom's feelings about clinical supervision were still very positive. He was still of the opinion that "it has more merits than it has negative aspects". He had used clinical supervision with four teachers during the past year. This was in addition to appraisals. He would continue to use it in the future. He had used a portion of his staff meeting at the beginning of the year to explain clinical supervision and what he could do, and he had emphasized that this was a collegial and trusting relationship. Because of the time involved, the biggest difficulty sometimes was to get teachers to commit themselves to the number of visits and conferences. Of the more experienced and confident teachers on his staff, he said:

> They often would rather have me come in and just tell them or give them my opinion as to how they're doing because they feel so confident in what they're doing and often if they do agree to the clinical supervision process, they often are looking for means and ways to short circuit and leave certain segments out because they feel they're not necessary.

This was the reason he had discontinued with two of the four with whom he had started.

In addition, Tom had completed appraisals with two other teachers. He had observed each of them four times but had made it clear to them that what he was doing was quite separate from the clinical supervision process. He had used the clinical supervision skills, however - mostly the observation skills. Over the past eighteen months, he had developed a number of data collection systems.

Tom's ratings were all either 4's or 5's. There were no major problems and he had only a few brief comments to add about the characteristics. About characteristic number 1, emphasis on the improvement of instruction, he felt that "there were still questions in the back of the teachers' minds about evaluations". The same applied to characteristic 2, participation by teachers. He referred again to his opinion that perhaps vice-principals could do clinical supervision and the principal could do the evaluations or vice versa. He felt that the sharing of equal responsibility by the teacher (characteristic 3) had been more possible with Vera and not so with other teachers because of the time constraint. Regarding the trusting and collegial relationship (characteristic 4), he still felt that there had to be a distinction made between appraisals and clinical supervision. Furthermore, there was always a nagging question in the teachers' minds that they're not really equal. He felt that clinical supervision was intended for all teachers (characteristic 6) except in cases of appraisals. He agreed with continuity of learning (characteristic 7) but here again the time constraint was a concern. This would depend on the willingness of individual teachers to participate. One of the four teachers he had been involved with "kept coming back for more observations". Tom's own approach was different now because he felt that supervision was not as meaningful if there was not more than one cycle. Tom still agreed with characteristic 9 relating to the theory of effective teaching but felt that experienced teachers attempted to short circuit and to get away from the theory. The pre-observation conferences (characteristic 10) had been difficult because he felt "teachers don't feel free enough, because they don't really feel equal, because they don't know enough about clinical supervision to really participate, and because most of them have a difficult time with defining objectives for the cycle". Regarding characteristic 11, use of data collection systems, and characteristic 12, analysis, Tom felt that some teachers had difficulty realizing how these systems would work and they didn't always trust the data. The post-mortem (characteristic 14) had been short circuited by some teachers.

In summary, Tom was still in complete agreement with all the characteristics of clinical supervision. There were no major concerns. In spite of the time requirement, Tom had attempted clinical supervision with four teachers. The time constraint was more of a concern for the teachers, it seems. Tom was still making a difference between clinical supervision and appraisals. It appears that, in such cases, the method and skills were used but the concept (trusting and collegial relationship and teacher participation, etc.) was not applied.

John

The following statement summarized John's position at the time of this interview.

> I feel that clinical supervision is very important to our field, certainly in teaching, and administrators can certainly adapt clinical supervision to their role. I feel very strongly about this as a matter of fact. Unfortunately, at the present time, there seems to be a trend toward limiting this possibility because of additional factors being placed on administrators and on teachers by various publics. Clinical supervision takes a great deal of time and that's the one area that I feel is, well we need much more time in order to get into this area.

The time constraint did appear to be a problem for John. Three of his five ratings of 3 were related to time and he, also, indicated that priorities were not always set from within the school.

> It's a big however, everyone has their own priorities. People in our central office, senior administration have priorities; you must deal with those priorities. One of the priorities is that you must have a good working relationship with parents. This is a time factor. It takes a lot of time. The superintendent makes demands on the school and while it would be nice to be able to set your own priorities, because you have to deal with others' priorities, the time just isn't there.

John still believed that the trusting and collegial relationship required in clinical supervision may be difficult for principals at times.

> Unless the role of the principal changes, I don't think it's completely possible. The principal is viewed by the superintendent, by the school board, by the parents, by the total community as the superior in the school, the boss if you like or the leader. He is also viewed that way by teachers. Now, if his role changes, then of course the collegiality aspect can be brought into play but until that happens, it's difficult to achieve. Certainly it's there to a large extent but to the point where administrators are equal with teachers, I just don't see that in the near future.

Generally, John felt that clinical supervision had given him a vehicle for dealing with 'one of his jobs', the improvement of instruction. He felt that the method makes sense, makes supervision more acceptable to teachers because they can have an input in it. The odds of this method working were much better than the old "master-slave concept" and John felt that a great deal of it could be adapted to administration. He felt that the skills as well, especially the observation skills, had played a big role in assisting him.

As indicated earlier, John was the only one of the four principals who was not in complete agreement with the clinical supervision characteristics. Four of the characteristics had been given a rating of 4. In addition, time and other reasons had made the application of a number of the characteristics somewhat difficult. The comments which accompanied his ratings confirm his feelings about the application of these characteristics.

Characteristic 1, emphasis on improvement of instruction, was rated 3. There were two reasons - the time factor and the fact that a principal is expected to 'evaluate'. There may be a need for evaluation with some teachers.

There were no major problems with characteristic 2, involvement of teachers in supervision. John believed that this was a meaningful approach. He hadn't gone as far as he would like to in this area. He felt that some teachers may not be anxious to be involved.

John felt that, at the time, teachers tended to be hesitant about sharing equal responsibility in the analysis of teaching (characteristic 3). Time would be required to develop this concept. This accounted for the rating of 3 for application. John explained his rating of 4, under agreement, by saying that it is not always possible to have both parties agree on what should be observed: "this may be so for consultants but not for principals".

For characteristic 4, trusting and collegial relationship, John was of the opinion that teachers don't perceive themselves as equals. Furthermore, this was not really possible because of the expectancies put on the role of the principal by the superintendent, parents, etc. This explained the two ratings of 4.

To explain his rating of 3 in characteristic 5, objective and systematic observation, John said that he had not mastered this skill; he needed more experience.

The rating of 4 for characteristic 6, supervision for all teachers, explained the fact that John had not been able to supervise more than new teachers.

The rating of 3 for characteristic 7, continuity of learning, related to the time constraint. John had completed three appraisals during the year. The clinical supervision approach had been used for all and John indicated that this procedure was much better. There had been two cycles for two of the teachers and three cycles for one at the request of the teacher.

John was left with a question about what constitutes effective teaching. He had related the analysis of teaching to the theory of effective teaching to the extent possible. This explained his two ratings of 4.

John did not believe that the development of a collegial working relationship (characteristic 10a) under the present role of the principal was possible. This explained his rating of 4 under agreement.

John felt much better about characteristic 11, use of appropriate data collection systems, and characteristic 12, analysis. He felt that he could improve these skills and used a rating of 4 for both.

John had used a rating of 3 for characteristic 14, post-mortem, and reiterated again his concern about the time constraint. He had not spent near enough the time required on this step.

In summary, John was still very positive about clinical supervision. Even if he had been limited to a few appraisals because of the time constraint, he felt that the concept and the skills had been useful. He did not believe that the trusting and collegial relationship and the equal sharing of responsibility by teachers could be fully implemented under the present role expectations for principals. Time was a major concern for John and he needed more practice and experience in the skills.

Barry

Barry's overall feelings about clinical supervision at the time of this interview were expressed as follows:

> The way I feel about clinical supervision now is somewhat different than when I was first approached with this concept. I identify very closely with the principles of clinical supervision, particularly with the data collection and the pre-observation/post-conference concept. In going over this questionnaire, there is a bit of a frustration because I still find that because of time constraint, some of the supervision that I've done this year for example has been more evaluative than related to teacher growth but this has become a priority in my mind at least to change that emphasis.

Barry was in a developing school. He had had a few staff crises during the year and his supervision had been limited to appraisals. Even some of the appraisals had been rushed and there had been no time for clinical supervision. He would have two vice-principals next year, however, and would put more emphasis on using clinical supervision in working with individual teachers for improving instruction.

All of Barry's five ratings of 3 were related to the time constraint. This applied to characteristic 1, emphasis on the improvement of instruction; characteristic 2, participation by teachers; characteristic 5, objective and systematic observation; characteristic 8, use of the multi-step cycle; characteristic 11, use of appropriate data collection systems. In retrospect, he would also use a rating of 3 for characteristic 7 as well, supervision which ensures continuity of learning. Barry had completed nine evaluations during the year. One of these had been of a crisis nature and had resulted in a teacher transfer. In most cases, Barry had been rushed and had not used clinical supervision. He did for two of the teachers, however, and had much preferred to be able to use the clinical supervision approach.

About relating the analysis of teaching to the theory of effective teaching, Barry said:

> My feeling is that the process used in clinical supervision would eventually lead to coming to grips with what is considered effective teaching according to whatever research is available. Looking down the road, I would perhaps use this as an introductory type of an activity when I was, for example, sitting down with a new teacher...

Barry explained how he was planning to make the handouts available to the teachers, to discuss research on teaching with them, and use the handouts as guidelines for deciding what was to be observed.

Asked if he felt that the development of a collegial relationship created a problem for principals, Barry replied:

> No, I don't believe it does. I think that over a period of time... the principal will come out looking much more professional and much more a person that can be identified with help or whatever with a collegial approach. If the only real contact that a teacher has with an administrator or a supervisor is when an evaluation has to be done, well then it's understandable that things like trust will be very much a problem in a teacher's mind...

In summary, Barry was still in agreement with all the characteristics of clinical supervision. The application of some of the characteristics had been somewhat difficult but mostly because of time constraints. He was positive about the use of clinical supervision by principals and was making plans for his own use of the method in the future.

Chapter VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Overview

This chapter begins with a brief review of the research purpose and procedures. A summary of the findings of the study follows. Conclusions derived from this summary of findings are presented next and are followed by a discussion of implications and suggestions for a co-operative approach to implement clinical supervision as an alternative for supervision in schools.

Review of Research Purpose and Procedures

In the school principal's overall responsibility for supervision of instruction, supervision of teachers, or classroom observation more specifically, has been reported as largely ineffective and unpopular. This study was intended to investigate whether the clinical model of supervision can become a realistic, more acceptable and more useful alternative for classroom observation by principals, an area where they are expected to become more involved. More specifically, the researcher was interested in observing how principals would react to the objectives of clinical supervision and what problems they would encounter as they attempted to use the clinical model of supervision. The reactions of teachers to this form of supervision were also sought. In particular, the researcher was looking for answers to two questions basic to the use of clinical supervision by school principals: 1) could the collegial relationship essential in clinical supervision be developed between principals and teachers? and 2) how would time contraints affect the use by school principals of the structured five-step cycle approach of clinical supervision?

The research was designed to focus attention on four case studies, each involving a participating principal and a co-operating teacher who were the subjects of observation during the study period. The four principals were introduced to clinical supervision through a thirteen-week semester of university training. In the context of the theory of clinical supervision, three 4-week units of training were developed to focus attention on 1) observation skills, 2) conference skills, and 3) theories of effective teaching. During this period of training, each principal was expected to complete three cycles of clinical supervision with a co-operating teacher of his choice. Each cycle of supervision was scheduled to occur at the end of one of the three units of training. Teachers were not involved in formal training with the principals.

The reactions of principals and teachers were monitored through a series of four interviews with each of the participants. The first interview was conducted before the period of formal training for principals in order to obtain information about supervisory practices and perceptions before the participants were introduced to clinical supervision. The other three interviews were conducted during the period of training for principals and occurred at the end of each unit of training. During each of these three interviews, a videotape of the previous supervisory conference was reviewed and analyzed in the light of a number of clinical supervision characteristics which had been identified in the review of literature. In preparation for each interview, before and during training, participants were asked to rate each characteristic on a 5-point scale to indicate to what extent their supervisory experiences related to these clinical supervision characteristics. After the third cycle, the participants were asked to rate the characteristics on another scale of 5, this time to indicate the extent to which they agreed with the characteristics as desirable objectives for supervisory practice. Ratings were obtained again eighteen months later in preparation for a fifth and final interview with the principals to determine to what extent they still agreed with the objectives of clinical supervision and to what extent their supervisory practices related to the characteristics of clinical supervision at the time.

All interviews with the participants throughout the research period were recorded and later transcribed for greater ease of analysis. Answers to specific research questions were sought in the analysis of these transcripts. The findings were reported in the form of case studies, one for each principal-teacher pair. A composite picture of supervisory practices and perceptions before training was also given, as was an analysis of the principals' perceptions and use of clinical supervision eighteen months after training.

Summary of Findings

There were distinctive features in each case study. These supported the claim in the literature that supervision is a very personal experience that is affected by the personalities or life orientation of the supervisor and the teacher involved. In the first case study, for example, the personal friendship between the principal and the teacher facilitated the implementation of clinical supervision and may, at times, have influenced the choice of words used to describe supervisory experiences during the interviews. In the second case study, the principal's selection of a new teacher as co-operating teacher and his attempt to combine an evaluation required by policy with the clinical supervision cycles required for this project had created additional anxiety for the young, non-tenured teacher and had caused some tension at times between the principal and the teacher throughout the project. In the third case study, the principal's involvement in fund-raising projects and a number of other activities had created difficulties with time and the timing of supervisory activities. This had resulted in frustrations and some dissatisfaction for the co-operating teacher who had become very enthusiastic and very involved in the process of analyzing her own teaching. In the fourth case study, the teacher's initial dependence on the principal had affected her level of participation during the early stages of the project. These distinctive features were reported in detail in the context of each case study. In spite of the occasional difficulties they may have caused, it is not believed that these differences had any significant impact on the participants' final perceptions of clinical supervision.

There were a number of similarities, however. The reactions and problems which were common to all case studies are reported below.

Perceptions Before Training

All principals and teachers in this study were in agreement that supervision was necessary and important. However, the four principals and three of the teachers were, to varying degrees, dissatisfied with the existing pre-training supervisory practices. The participants' ratings of the clinical supervision characteristics before training indicated their supervisory experiences generally did not relate or did not relate at all to the objectives and the procedures of the clinical model of supervision.

The participating principals claimed they were involved in supervision because they were expected to be. This expectation was transmitted by policy (which the principals evidently did not read very often) or by an annual reminder from central office that evaluations were required for all teachers new to the school and for all teachers who needed recommendations for contract or for certificate purposes. On the other hand, the four principals were in agreement that supervision was a part of the role of the principal, a part which should receive much higher priority than it did at the time. All admitted, however, to doing the minimum only - evaluations required by policy. It appeared that they were frustrated in part by a lack of time. On the other hand, all felt that they could and would probably find more time for supervision if it were not such a stressful experience or an uncomfortable feeling because of the pre-training emphasis on evaluation and the principals' own admitted lack of skills and competence in supervision. They had volunteered for the training offered in this research project because they were looking for alternatives in supervision, for something that would be "more organized" and "more professional", something that would make them "more competent" and make supervision "more helpful" to the teachers. Their reaction to a proposed unit of training on observation skills was very positive. There was interest in conference skills as well and acceptance of the idea that research on teaching should be part of supervision.

The teachers in this study were all in agreement that the principal should be involved in supervision, either to know what was going on in the school or to help teachers. In fact, the teachers perceived the principal as the "preferred supervisor" because he was in the best position to know the teachers, the students, and the general operation of the school. The four teachers perceived the principal as a very busy person who did not have much time for supervision. Generally, formal classroom supervision of these teachers had occurred during their first two years of teaching. It had been perceived by them to be stressful because of the emphasis on evaluation for contract purposes. It had been viewed as generally unsatisfactory because the feedback they received about their teaching was usually not helpful. This feedback had ranged from no feedback at all to general comments in written evaluation reports to, on occasion, short discussions with the supervisor after the observation. These teachers had volunteered to participate in this project because they wanted to help their principal, and because they were looking for an opportunity to get improved feedback and some help in improving their teaching.

General Reactions to Clinical Supervision

According to comments reported in the case studies, the general reaction to clinical supervision was very positive for all principals and teachers. In spite of the frustrations due to lack of experience with clinical supervision and the constraints caused by the use of video equipment, the positive reaction was evident as early as following the first cycle, and it became more and more positive after the second and third cycles.

For the principals, perceived improvements in observation and conference skills accounted for a large part of the positive reactions during the first and second cycles. The value of the systematic multi-step cycle approach became more apparent to them during the second and third cycles. And, after the third cycle, the four principals generally agreed with the value of the concept as well of clinical supervision, with the value of emphasizing the improvement of instruction rather than evaluation of teachers, of developing a collegial relationship with the teacher in supervision, and involving the teacher in the analysis of teaching.

For the teachers, there was a more dramatic change from general dissatisfaction with supervision before training to a general positive reaction to all clinical supervision characteristics after the first cycle. This positive reaction was to be sustained throughout the project and was the result of the teachers' perceptions of much improved feedback, of a feeling of professional satisfaction in being involved in the analysis of their own teaching, and a feeling that they were involved in a collegial process of improving instruction rather than being the subjects of evaluation.

Generally, the principals and teachers were agreed that the focus on data and the shared responsibility for analysis of teaching served to de-emphasize and almost eliminate the previous preoccupation in supervision for evaluation and the stressful feeling associated with it.

This in turn helped develop a much improved personal and professional relationship between the principals and the teachers.

Reactions and Problems Relating to Specific Research Questions

Research Questions One and Two: Reactions and Problems of Principals and Teachers

These two research questions were focussed on the reactions of principals and teachers to the objectives of clinical supervision and on the problems they encountered as the principals attempted to implement these objectives. For the principals, five objectives were identified and viewed in the context of the characteristics which were used as a guide for the interviews. Although the reactions of teachers to three of these objectives were the subject of a separate research question, they were explored jointly with those of the principals during the research and are summarized together below.

1. Effecting a shift in emphasis from evaluation of teachers to improvement of instruction

The reaction to this objective was very positive. Before training, supervision was reported as the most difficult task of principals, the one task where there was a conflict between the line and staff functions. The authority role in supervision was one of the reasons why there was an uneasy and uncomfortable feeling between the principal and the teacher involved. The pre-training emphasis on evaluation accentuated this negative feeling. The change in emphasis was therefore welcomed and easy to make. The principals felt that this new emphasis combined with skills offered by clinical supervision would help develop a more professional image for the principal, and could contribute to less stressful experiences in supervision and to better relationships between principals and teachers. Ratings of this characteristic indicated that all principals believed they had achieved this objective by the end of the third cycle and agreed with it completely at the end of training. All had plans to rearrange their priorities in order to make time for clinical supervision with all teachers (characteristic 6), including sequences of supervision as necessary (characteristic 7) rather than the "one-shot" approach before training.

Teachers supported this objective and the principals' attempts to implement it. However, two expressed some reservations suggesting that the principals may not have time for clinical supervision with all teachers. These two teachers also saw a possibility that some teachers may always have a nagging feeling in the back of their minds that the data collected for clinical supervision could be used for evaluation purposes as well.

Principals were still in complete agreement with this objective eighteen months later but all had some problems with its implementation. Most problems related to time constraints. For three of the four principals, there had not been time for more than the minimum required by policy, sequences had not always been possible, and, in at least one case, the multi-step cycle had not been used. Two of the principals were still planning to re-evaluate their workloads and priorities but two expressed the belief that clinical supervision would be difficult to implement under the present expectation with which the principal had to contend.

Another problem eighteen months after training was related to separating supervision and evaluations. Perceptions appeared to have changed somewhat. One principal believed there would always be a feeling of evaluation in the back of the principals' minds. Another believed that this feeling would exist in the back of some teachers' minds. And, another indicated that the principal "has to evaluate" - he cannot overlook this responsibility. This did not appear to be a major problem, however. The use of the word "emphasizes" in describing the characteristic appeared to be important. Although there may always be some nagging feelings about evaluations, the clinical supervision emphasis on improving instruction was felt to be professionally sound and a good method to minimize the negative feelings about evaluation.

2. Developing 'colleagueship' between the supervisor and the teacher and promoting greater participation by the teachers in the analysis of teaching for the purpose of improving instruction

This objective referred directly to characteristic 2, participation by teachers, characteristic 3, equal sharing of responsibility by teachers, and characteristic 4, the trusting and collegial relationship. A number of other characteristics were also involved indirectly.

Comments by all participants about this objective and ratings of the respective characteristics indicated that the reaction was generally quite positive. Principals welcomed the concept of teacher participation and responsibility in improving instruction. They agreed this would help focus on the improvement of teaching rather than on evaluation of teachers and they believed this approach could contribute to better relationships in supervision. Teachers found professional satisfaction in this participation and the improved feedback. They welcomed the opportunity and the challenge to analyze their teaching in search of ways to improve rather than be threatened by the need for change. The joint planning of the observation had a positive effect on the relationship between the principal and the teacher (characteristic 10). And, all acknowledged that this process did facilitate the shift in emphasis from evaluation to improvement of instruction.

There were a number of problems, however, some related to implementation and some related to the concepts or the wording of the concepts. A first and very obvious problem at the beginning was that teachers were not well enough acquainted with clinical supervision. Although their ratings for the first and second cycles indicated a feeling of considerable participation and sharing, it was not until the last cycle that they understood more fully what was expected of them and the extent to which they could participate and share in the design for change. All discussed their disadvantages and expressed the wish that they could have been involved in the training with the principals.

The concept of collegiality created some difficulty, perhaps because it was taken out of context from Cogan (1973) where two subconcepts are involved in the word "colleagueship". The first is that of two professionals working together to improve instruction. The second is that this process requires an open and trusting relationship. This distinction created some difficulty in ratings at times. Principals and teachers saw no difficulty with the first part of the concept. However, because of the recurring concern for the conflict between the line and staff functions, one principal and his co-operating teacher felt that participation and sharing of responsibility by the teacher could be somewhat limited at times because a completely open and trusting relationship could not be possible between all principals and all teachers in all circumstances. Similar feelings were expressed by a second teacher. However, all participants maintained that this type of relationship was necessary to alleviate the negative feelings in supervision, and one principal and one teacher expressed the view that time would be required to develop such a relationship, especially with new teachers.

Time was another problem. Participants believed that each step of the cycle was necessary to involve teachers and to develop a collegial relationship. To use clinical supervision with all teachers would be time consuming. Principals believed that priorities could be established, but two of the teachers were of the opinion that principals did not have time for this type of involvement with all teachers.

Three of the principals were still in complete agreement with the three characteristics eighteen months later. The fourth principal felt that teachers tended to be hesitant about sharing equal responsibility. In his opinion, they did not perceive themselves as equal. It would take time to develop such a relationship. In any case, he believed such a relationship was not completely possible because of the expectations of the superintendent and the parents. The four principals appeared to have more reservations at this time about the implementation of these characteristics than they did immediately after training. The greatest concern was time. This appeared to be a significant factor for two of the principals. Other concerns were not major ones and were still centered around the fact that equal sharing was considered "ideal" and really not possible in practice (the principal still has to initiate), the impossibility of a truly trusting and open relationship in all cases because of personalities, the need for occasional evaluations, and role expectations.

3. Relating supervision and the analysis of teaching to the theory of effective teaching

Comments and ratings indicated that principals and teachers were in complete agreement with the concept (one teacher used a 3 rating because of lack of information) but this objective proved to be the most difficult to implement. Although all participants believed their focus during the three cycles had been on improving instruction or making teaching "more effective", all found it difficult to relate to the 'theory' of effective teaching. The problem was more difficult for teachers because they were not involved in class discussions. Principals had read the class handouts and had given them to the teachers for information, but only one principal and his co-operating teacher did actually relate a cycle (their third) directly to theory. It is felt that there are two reasons for this difficulty. First, the training unit which focussed on this area was abbreviated and occurred at the end of the training period. There had been no opportunity for a 'second chance' to practice. Second, there had been no discussion during training on the 'how to' use research on teaching.

Three of the four principals were still in complete agreement with the objective eighteen months later. One had a reservation about what might constitute effective teaching. For implementation, one principal had used a rating of 3 because he did not feel competent enough in this area. Another explained how experienced teachers had attempted to short circuit this concept because of time constraints. The reservation of another related to lack of knowledge and competence. The four principals expressed a need and a desire for more information and training in this area.

4. Developing and using more objective and systematic systems for classroom observation

This objective related to characteristic 5, objective and systematic observation, and characteristic 11, use of appropriate data collection systems. Comments and ratings indicated that principals felt this was perhaps the most valuable part of training. The only rating of less than 5 under agreement related to one of the principals' belief that there would always be some element of judgement no matter what observation systems were used. In practice, the only reservations left after cycle 3 related to lack of experience and expertise with observation systems.

There were two problems in implementing this objective. The first was an 'overkill' reaction with data. There had been such a need, it seems, for observation systems and specific objective data that the principals' first reaction was to build a cycle around an observation system, to observe too much, and to produce too much data. One result was lengthy conferences monopolized by principals. STACS matrices indicated that supervisor talk during the first conference ranged from 60% to 84%. Another result was that teachers were generally overwhelmed by the type and quantity of data. Ratings indicated full agreement with the two characteristics. There were no ratings of less than 5 after the first cycle but comments indicated that the value of the data for teachers was limited. In some cases, they did not know what to expect. In all cases, they did not remember seeing the observation system before and they did not have a chance to analyze the data before the conference.

Eighteen months later, the principals were still in complete agreement with both characteristics. It appeared that the use of observation systems and data continued to be the most valuable aspect of clinical supervision for them. The only reservations related to time for one principal, and to a feeling of lack of expertise for two others. All principals expressed a high interest for more help in this area.

5. Developing improved conference skills

This objective related directly to characteristic 13, holding a post-observation conference, and indirectly to characteristic 2, promoting teacher participation, characteristic 10, planning and development of a clear contract for the observation, characteristic 11, the need for data, and characteristic 12, appropriate analysis to facilitate teacher participation. Reactions were very positive and indicated principals were in full agreement with the objective and felt training in conference skills was of considerable value to them, almost equal to the value of observation systems and data. Their ratings eighteen months later still showed complete agreement with this objective. Teacher ratings also showed full support for the new approach and the principal's effort in implementing this objective.

There was complete agreement as well for the importance of planning, observation, and analysis as they related to the conference. The only reservations in these areas related to the need for expertise and to time constraints.

Research Question Three: Effects of Time Constraints

The third research question focussed on how time constraints would affect the use by school principals of the structured five-step clinical supervision cycle. This question was related directly to characteristic 8, use of the systematic multi-step cycle of supervision, and indirectly to all other characteristics because all have a bearing on the amount of time required for clinical supervision.

It appears that time constraints did have a significant effect on how and to what extent the principals could use clinical supervision. In fact, time appeared to be the only significant constraint. Several mentions were made of this problem in reviewing research questions one and two.

Still enthusiastic at the end of training because of the new concept and improved skills, all principals were making plans for extending the use of clinical supervision to other teachers and all felt they could manage the time problem by rearranging their workloads and priorities. In practice, however, only one principal had managed to do this eighteen months later. In spite of the time problem, this principal felt he could use clinical supervision with a few teachers each year. He indicated, however, that time may be more of a problem for teachers. He believed this was the reason why some had attempted to short circuit some of the steps in clinical supervision. Another principal also felt that time was a significant factor but he as well felt that he could find some time once he had overcome what appeared to be an internal problem. The past year had been particularly demanding for a third principal who felt that implementing clinical supervision would be very difficult under the present role expectations for principals. The fourth principal had experienced a crisis with one of his teachers, it seems. Even when that was solved and a second vice-principal was added to his staff, he felt that unless additional time was made available for principals and teachers, clinical supervision would be very difficult to implement. It was interesting to note that during and at the end of training, principals felt time would be a problem for teachers, and some teachers felt time would be more of a problem for the principals. In any case, it appeared that time was a key factor in the use of clinical supervision by principals. Although the implementation of clinical supervision may have been limited to some extent by lack of skills, the principals felt that additional time would allow them to improve in skills which, in turn, would result in greater satisfaction and perhaps even economies of time in the various steps of the clinical supervision cycle.

Conclusions

A number of factors suggest that caution should be exercised in any attempts to generalize from the findings of this study. First, the sample was small and made up of rather select individuals. Second, the participants were introduced to clinical supervision under fairly favorable conditions. Third, the participants' reactions may have been influenced by perceived researcher expectations. However, it is felt that the following conclusions have some validity because 1) they are based on strong and consistent reactions by all the participants throughout the research, and 2) they relate either directly or indirectly to other research findings. Two major conclusions are suggested.

1. Clinical supervision does appear to have potential as an alternative for classroom observation by school principals

This conclusion is based on the following reactions from the participants. First, principals showed strong support for and preferred the clinical supervision concept and model over the unstructured approach they had been accustomed to prior to training. It is believed that this acceptance of clinical supervision was based on the perceived value of the clinical model itself more than it was on a need to find alternatives to the negative experiences of the past. This belief is based on what are considered to be genuine and consistent comments from all four principals in favor of the clinical supervision approach. The belief is reinforced by the fact that the reactions of the principals in this study were similar to the reactions reported for other supervisors in other research reports.

Second, the co-operating teachers as well in this study showed strong support for the clinical supervision approach. They also indicated support for continued supervision by the principal with the clinical supervision approach. Separate research studies had shown teacher support earlier for the clinical supervision approach and for a preference for supervision by the principal.

Third, and most important, was the fact that principals and teachers in the study were in almost complete agreement that it is possible for a principal to develop between himself and his teachers the collegial relationship which is essential to clinical supervision. Two principals and two teachers believed that a completely open and trusting relationship would not be possible in all circumstances because of personalities and a continued need for occasional evaluations, but all participants were of the opinion that such a collegial relationship between a principal and a teacher is not only possible but also desirable. This finding puts into question the major contention in earlier theory of clinical supervision that the role of the principal may not be compatible with clinical supervision because the principal is expected to be an administrative evaluator. The finding may have significant implications for the practice of educational administration and for supervision more particularly.

2. Time constraints have a significant impact on the use of clinical supervision by principals

This conclusion is based on the fact that, in spite of the determination of all participating principals at the end of training to rearrange priorities and to make time for supervision, only one of the four had actually found the time eighteen months later to do more supervision than the minimum required by policy. In most cases, the clinical supervision model had been used for whatever supervision was done but plans to increase supervisory activity had not materialized. Comments from the principals would seem to indicate that a continued lack of expertise in the skills of clinical supervision may also be responsible for a certain remaining reluctance to undertake more supervision. All principals expressed a desire and a need for more training, but the researcher's final impression was that a deliberate attempt to find time or make time would still be necessary.

Implications

From the above conclusions emerged the following implications and suggestions for a co-operative approach for further investigation, development, and implementation of clinical supervision as an alternative for classroom observation in the context of the principal's role in supervision of instruction.

1. Implications for training of principals

Teachers believe that supervision is necessary. They prefer supervision by the principal and they prefer the clinical supervision approach. This suggests that 1) efforts should be made to inform the principals of this preference, 2) principals should be encouraged to investigate clinical supervision as an alternative, and 3) training in clinical supervision should be made available on an optional basis to all principals and other school-based administrators who are involved in supervision. This training should include a supervised practicum with some attention given to observation skills, conference skills, and research on teaching. Some attention should also be given to implementation strategies for clinical supervision. The training period should be at least one semester in length with an optional semester being available for additional specialization. Occasional upgrading seminars could also be considered.

2. Implications for school jurisdictions

Wherever necessary, trustees and superintendents should be informed of the preference of teachers for supervision, and of the nature of clinical supervision and its potential. They should be encouraged to clarify and to emphasize the role of the principal as the educational leader in a school by setting realistic expectations which include supervision as a priority, by providing sufficient time and resources to facilitate this role, and by expecting that this role will be performed on an on-going basis. More specifically, local jurisdictions should encourage principals to take training in clinical supervision, and they should facilitate this by providing time and some type of incentive such as paying registration fees. Similar opportunities should be made available to teachers as well who wish to become involved in supervision and the analysis of teaching with their principal or with their peers. Whenever training in clinical supervision is not possible for teachers, multi-media information packages should be made available in schools where clinical supervision is offered. These packages could be developed in co-operation with the faculties of education as could training for principals in the management of time and other skills and knowledge required for effective leadership.

3. Implications for the principal and school administration

Principals must be prepared to re-examine their role as school administrators, to have a critical look at what they are doing and what they should be doing. They must be prepared to redirect some of their time from office/business management to educational leadership. They must find ways to provide direction rather than be directed by daily uncertainty and unplanned agendas. And, they must provide this leadership and direction in ways that are not only effective but perceived to be effective by their various constituents and the hierarchy.

4. Implications for articulation of pre-service and in-service use of clinical supervision

The case has been made for greater co-operation between faculties of education and between the faculties, local school jurisdictions, and interested organizations in developing a basic core of knowledge and skills for teachers. Such a core could include a greater emphasis on teaching and learning, and a greater emphasis on the analysis of teaching. With specialists in theory and research at the university level and well trained clinicians at the local level, the practicum experience for student teachers could evolve into a 'clinical training' approach to emphasize the process of identification, solution, and understanding of the problems encountered in the classroom setting. The process could easily be transferred to the work situation after graduation and could quite naturally be extended then to a clinical type of supervision. This co-operative approach could help keep the specialists in contact with practice and the local clinicians in contact with theory, and could result in a more meaningful training for student teachers and a more satisfying work experience for graduate teachers.

5. Implications for further research

The co-operative endeavor described above could result in individual or joint research projects in a number of areas which still need clarification or development. The research could be of a more formal, scientific nature or it could also be of a more informal, heuristic nature at the classroom level in the context of clinical supervision, or at the school or system level. The findings could all

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be channelled toward the same co-operative effort to better understand teaching and supervision. Suggested areas for further research could include the following:

a. Is there an adaptation of clinical supervision that is better suited for use by school principals?

b. Is there a more effective method of introducing clinical supervision in a school?

c. How can a principal provide leadership in the development of peer supervision?

d. Does the use of clinical supervision by a principal change teachers' perceptions about his educational leadership role?

e. Can clinical supervision be used equally well in schools with different socio-economic or cultural backgrounds?

f. What is the most effective method of using research on teaching in clinical supervision?

g. Does clinical supervision really make a difference in learning outcomes for students?

Concluding Statement

Few reject the need for supervision. Many view it as necessary. Most agree that improvements in supervisory practices are needed. Clinical supervision offers improvements which appear to meet some of the current needs of teachers, supervisors, and the education profession generally. Its effective implementation in schools will depend on the co-operative efforts of all concerned. A large share of the responsibility for this development will rest with the faculties of education at the provincial level and with the school principals at the local level. Some communication and co-operation between the two must be maintained.

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APPENDICES

APPENDIX A

SCHEDULE OF RESEARCH ACTIVITIES

SCHEDULE OF RESEARCH ACTIVITIES

Phase 1:	Pre-training		Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
		Pre-training period - First three weeks used to establish rapport; explain research, roles of participants, training schedule and content, and conduct pre-training interviews with principals. No training.	Aug. 27-31	1. Telephone call to principals.	1. Confirm interest and participation in training and research; check for problems. Arrange for first visit the following week.
				2. Analysis of telephone conversation.	2. Prepare for first visit.
			Sept. 4-7	1. First visit with principals.	1. Establish rapport; discuss purpose and details of training and research; discuss selection of co-operating teachers; discuss roles of researcher, principal and teacher.
				2. Analysis of visits with principals.	2. Check need for additional information and help for principals; possible changes for training schedule and content; prepare for first interview the following week.
			Sept. 10-14	1. First interview with principals.	1. Firm up rapport; clarify roles and procedures; discuss present supervision practices before training begins in order to get baseline data from which to observe changes in later data analysis.
				2. Analysis of interviews.	2. Possible adjustments to training content; study present practices; prepare for next visit and interview.

Phase 2:	In-training		Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
Sept. 19	1	UNIT ONE 1. Introduction to clinical supervision and comparison with traditional supervision.	Sept. 17-21	1. Complete analysis of first interview with principals.	1. as above.
				2. First visit with co-operating teachers.	2. Establish rapport; explain research; prepare for first interview.
				3. Second visit with principals.	3. Check for problems and perceptions about training and research.
Sept. 26	2	2. Rationale for clinical supervision according to Cogan and Goldhammer.	Sept. 24-28	1. Analysis of first visit with teachers.	1. Prepare for first interview.
				2. Analysis of second visit with principals	2. Possible changes to training and research schedule; cumulate data.
		3. Observation skills and techniques according to Cogan and Goldhammer.		3. First interview with co-operating teachers.	3. Firm up rapport; clarify research and roles; obtain baseline data and perceptions about supervision prior to clinical cycles with principals.
				4. Third visit with principals.	4. Check for problems and perceptions.
Oct. 3	3	4. Use of and development of observation systems.	Oct. 1-5	1. Analysis of visits and interviews the previous week.	1. Prepare for next visits.
				2. Fourth visit with principals and second visit with teachers.	2. Help prepare for first videotape the next week; check for problems and perceptions.

Phase 2:	In-training		Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
Oct. 10	4	UNIT ONE (cont)	Oct. 8-12	1. Principals and teachers to do baseline videotape.	1. Compare with baseline supervision practices; check for implementation of first unit theory.
				2. Study data collected to date.	2. Check for change patterns; cumulate date to date.
Oct. 17	5	UNIT TWO 1. Review rationale for clinical supervision	Oct. 15-19	1. Fifth visit with principals and third visit with teachers.	1. Pick up first videotape; check for problems and perceptions.
				2. Begin analysis of baseline videotape.	2. Study change patterns; prepare for next interview.
Oct. 24	6	2. The pre-observation and post-observation conferences according to Cogan and Goldhammer.	Oct. 22-26	1. Complete analysis of baseline videotape.	1. as above.
				2. Begin second interview with principals and teachers.	2. Discuss baseline videotape in the context of practices before training, and training unit one.
Oct. 31	7	3. Exercises in communication and conferencing skills.	Oct.29-Nov.2	1. Complete second interview.	1. as above.
				2. Continue study of data collected to date.	2. Cumulation of data.
Nov. 7	8	4. Analyzing conferences.	Nov. 5-9	1. Principals and teachers to do second conference videotape.	1. Check changes against pre-training practices and effects of training unit two.
				2. Continue study of data collected to date.	2. Cumulation of data.

Phase 2: In-training			Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
Nov. 14	9	UNIT THREE 1. Improvement of instruction as the main purpose of clinical supervision according to Cogan and Goldhammer.	Nov. 12-16	1. Sixth visit with principals and fourth visit with teachers. 2. Begin analysis of second videotape.	1. Pick up second videotape; check for problems and perceptions. 2. Study change patterns; prepare for next interview.
Nov. 21	10	2. The analysis of teaching for the improvement of instruction according to Dunkin and Biddle.	Nov. 19-23	1. Complete analysis of second videotape. 2. Begin third interview with principals and teachers.	1. as above. 2. Discuss second videotape in the context of practices before training, and training unit two.
Nov. 28	11		Nov. 26-30	1. Complete third interviews. 2. Continue study of data collected to date.	1. as above. 2. Cumulation of data.
Dec. 5	12	3. Theory and research in effective teaching in the context of clinical supervision.	Dec. 3-7	1. Principals and teachers to do third videotape. 2. Continue study of data collected to date.	1. Check change against pre-training practices and effects of training unit three. 2. Cumulation of data.

Phase 2:	In-training		Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
Dec. 12	13	WRAP-UP Review of problems in the context of Cogan. Post-mortem in training and research.	Dec. 10-14	1. Seventh visit with principals and fifth visit with teachers. 2. Begin analysis of third videotape.	1. Pick up third videotape; make arrangements for final interview. 2. Study change patterns; prepare for final interview.

Phase 3:	Post-training		Observation and Data Collection/Analysis		
Date	Session	Content	Date	Activity	Purpose
		Post-training period.	Dec. 17-21	1. Complete analysis of third videotape. 2. Begin final interviews with principals and teachers.	1. as above. 2. Discuss third videotape in the context of practices before training and training unit three; check for final perceptions on training, research, and clinical supervision.
			Jan. 7-11	1. Complete final interviews if necessary.	1. as above.

APPENDIX B

COURSE OUTLINE

COURSE OUTLINE

Ed. Admin 515 - Research Projects
(Clinical Supervision)

Unit One

September 19

1. Review of research proposal

2. Review of psychological contract - benefit to principals and researcher

3. Review of course procedures and requirements

    a. seminars and discussions - three parts: sharing, theory, practice

    b. selection and role of co-operating teacher - criteria: experienced, non-threatened, open relationship

    c. minimum of three clinical supervision cycles and conference videotapes

    d. supervision logs and diaries - keep notes of perceptions and ideas for discussion during meetings and interviews

    e. course outline - basic content has to be covered but seminars open to needs of principals

4. Introduction to clinical supervision and comparison with traditional supervision (Reavis: 1978 PDK Fastback "Teacher Improvement Through Clinical Supervision") (Attached handout)

September 26

1. Review of procedures - questions

2. Clinical supervision videotapes (ASCD: 1978)

3. Rationale for clinical supervision and the five-step cycle (Cogan, chapters 1 and 2) (Goldhammer, chapter 2)

4. Data Make The Difference (Twa: 1980)

October 3

1. The ideology and practice continuum in clinical supervision
2. The observation phase - (Cogan, chapter 11) (Goldhammer, pp. 83-100)
3. Peer supervision - (Johnston: 1978)
4. Introduction to modified B and E and DBCS systems for observation

October 10

1. Videotape to show need for data (St. Paul - Elementary Math)
2. Introduction to Flanders Interaction Analysis
3. Samples of data systems and analysis
4. The principal as an educational leader (Smyth: 1980c)

Unit Two

October 17

1. Interaction analysis in clinical supervision (Cogan, Chapter 12)
2. Exercises with Flanders Interaction Analysis
3. Introduction of STACS (Thorlacius: 1980)

October 24

1. Supervisor-teacher relationships (Cogan, chapters 4, 5, 6, 7, 8) (Reavis: 1978: pp 17-21)
2. The importance of the conference and conference skills (Thorlacius: 1980 - STACS)
3. Viewing of St. Paul Elementary Math videotape and do coding of same on STACS

October 31

1. Value of Clinical Supervision Research (Reavis: 1977)
2. Major questions for school principals in clinical supervision (Cogan, chapters 7, 8, 14) (see attached)
3. Videotapes to show different conference styles (St. Paul Elementary Science for indirect; Lethbridge French for direct)

November 7

1. Review of the conference (Cogan, chapter 14)
2. Check coding of principals' conference on STACS and do the matrix
3. Limitations of Flanders Interaction Analysis and STACS - need to analyze the content of the conference as well
4. Exercises in conference skills - Thorlacius: Behavioral statements; distinguishing between judgements, inferences, and facts; judgemental key phrases

Unit Three

November 14

1. The importance of relating observation to effective teaching - the main purpose of clinical supervision is to improve instruction (Cogan, pp 63-64; Goldhammer, pp 93-95)
2. An introduction to research on teaching and a presentation of Project Quest by Dr. A. MacKay (1979)

November 21

1. More conference skills - Thorlacius: defining an area of concern; pattern identification; feedback; interpersonal effect of various responses; premises for instructional supervision
2. More on research on teaching (Dunkin and Biddle: 1944, Chapter XI) (Gage: 1978)
3. Emphasis now on "time on task" and "pupil-teacher interaction". Review of how clinical supervision is geared specifically to analyze such things.

November 28

1. More research on effective teaching - California and Texas principles
2. Conference videotapes to show how the observation can be related to the analysis of teaching and effective teaching (St. Paul, Elementary Math re teacher directions)

Note: cancelled for "reading week"

December 5

1. More research on effective teaching: Texas and California principles; Skills of Beginning Teachers (Ratsoy et al) Peterson and Walberg (1979: Chapter 1)

2. How can research on teaching be used in clinical supervision cycles?

Wrap-up

December 12

1. Review of clinical supervision theory

2. Some problems in clinical supervision (Cogan: 48-57; 219-221)

3. Limits to clinical supervision (Harris: 1976)

APPENDIX C

THE RATING INSTRUMENT FOR
CLINICAL SUPERVISION CHARACTERISTICS

RATING OF CLINICAL SUPERVISION CHARACTERISTICS

	Rating				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
1. Supervision which emphasizes improvement of instruction rather than evaluation of teachers. (Cogan, 1973:63-64)	☐	☐	☐	☐	☐
2. A supervision process where teachers become participants in supervision and the analysis of teaching rather than being the object of it. (Cogan, 1973: 69) (Goldhammer, 1969:64,69)	☐	☐	☐	☐	☐
3. A working relationship and supervision process that enables the teacher to share equal responsibility for the design of changes to be made in teaching, a goal which is achieved when the teacher knows why he/she is changing his/her behavior, wants to change it, and derives professional satisfaction from doing so. (Cogan, 1973:58) (Goldhammer, 1969:56,63)	☐	☐	☐	☐	☐
4. A trusting and collegial relationship between two equals, two professionals with different competencies, one a supervisor (in this case, a principal) who is highly competent in observation, the analysis of teaching, and the processes connected with the cycle of supervision, and the other, a teacher, who is more competent in knowledge of curriculum, his/her students, and their learning characteristics. (Cogan, 1973:67-68, 78-86)	☐	☐	☐	☐	☐

	Rating				
	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
5. Detailed, in-depth objective and systematic in-class observation of teaching which forms the principal focus for subsequent analysis and conferences. (Cogan, 1973:150-163) (Goldhammer, 1969:54)	☐	☐	☐	☐	☐
6. Supervision which is intended, not only for beginning teachers, but for all teachers as a continuation of their professional education. (Cogan, 1973:21)	☐	☐	☐	☐	☐
7. Supervision which ensures continuity of learning for the teacher and postulates the necessity for sequences of supervision according to the teacher's needs. (Cogan, 1973:29-30) (Goldhammer, 1969:67)	☐	☐	☐	☐	☐
8. Use of a systematic, multi-step cycle of supervision which includes a) pre-observation conferences, b) classroom observation, c) analysis of observations, d) a post-observation conference, and e) post-conference analysis and follow-up. (Cogan, 1973:10-13) (Goldhammer, 1969:56-72)	☐	☐	☐	☐	☐
9. Supervision which relates the analysis of teaching to the theory of effective teaching. (Cogan, 1973:95-96)	☐	☐	☐	☐	☐

	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
10. Holding of pre-observation conferences between the supervisor and the teacher for the purpose of					
a. developing a collegial working relationship	☐	☐	☐	☐	☐
b. planning and discussing the objectives of the lesson to be taught and the instructional strategies to be used	☐	☐	☐	☐	☐
c. defining what is to be observed and how it is to be observed	☐	☐	☐	☐	☐
(Cogan, 1973:88-133) (Goldhammer, 1969:78-83)					
11. Use by the supervisor of appropriate data collection systems during the observation in order to be more objective and systematic. (Cogan, 1973:134-163) (Goldhammer, 1969:83-91)	☐	☐	☐	☐	☐
12. Analysis and summary by the supervisor of the observed data and presentation of this data in a manner that will facilitate the active participation of the teacher in the post-observation conference. (Cogan, 1973:164-195) (Goldhammer, 1969:93-167)	☐	☐	☐	☐	☐

	BEFORE	CYCLE 1	CYCLE 2	CYCLE 3	AGREEMENT
13. Holding a post-observation conference between the supervisor and the teacher in order to analyze the agreed upon pupil-teacher behaviors in terms of learning outcomes for the students. (Cogan, 1973:196-216) (Goldhammer, 1969:169-272)	☐	☐	☐	☐	☐
14. Analysis of the supervision cycles by the supervisor and the teacher, either individually or jointly, in order to assess the value of the supervision cycle, the roles of the supervisor and the teacher, their relationship in the supervision cycle, and the need for follow-up activities. (Cogan, 1973: 216-221) (Goldhammer, 1969:273-280)	☐	☐	☐	☐	☐

APPENDIX D

EXPLANATORY COMMENTS FOR SUMMARY: INTERVIEW ONE - PRINCIPALS

EXPLANATORY COMMENTS FOR
SUMMARY: INTERVIEW ONE - PRINCIPALS

a. I'm not convinced that central office decisions are based significantly on appraisals and recommendations of principals. More often than not, expediency is the major influence in personnel related decisions.

b. I'd say I spend less than 10% of my time on direct supervision.

c. I have no information to substantiate or repute this statement.

d. The policy has been in writing - the content of the observations/appraisals has been left to the individual principal.

e. Not clear what is meant. Perhaps "bad reports" include verbal reports which never come to the teacher's attention.

f. Appraisal sheets are not kept at school. They are kept by the principal. (Checking revealed that at least this principal considers his copy of appraisals to be his own property rather than school property.) Legal aspects of this??

g. Principals must spend more than minimum time on appraisals. (Checking revealed that this is a personal opinion rather than a prescription by central office. This principal claims that he spends at least 30% of his time on supervision which is more than minimum.)

h. I don't believe that this is necessarily the case. It can be a very positive occurrence, helping to cement principal-teacher relationships. (Checking revealed that this principal believes that the feeling expressed is perhaps generally correct with teachers, but that he had some very positive experiences.)

i. No comment.

APPENDIX E

EXPLANATORY COMMENTS FOR SUMMARY: INTERVIEW ONE - TEACHERS

EXPLANATORY COMMENTS FOR
SUMMARY: INTERVIEW ONE - TEACHERS

a. I'm not aware of such visitations if there are any.

b. I don't agree. Most teachers like to be finished with the thought of supervision.

c. There is enough notice; but I agree not enough planning.

d. I disagree. I think principals have time but in many cases find it difficult to supervise for appraisal purposes, and are doing it only because it is a function of the job.

e. Not entirely correct! It can give reinforcement and build up morale.

f. Never! Teachers are glad when they are finished with formal classroom supervision.

g. I don't agree. See above.

h. I don't recall hearing the idea that other teachers may be supervised.

i. I have checked on the district policy on supervision because of my great interest and need for a permanent contract; however this policy was not found to be very clear.

j. I was not here for the first staff meeting so I do not know if this is entirely accurate. I have never heard however of a principal visiting teachers during the year unless for contract or appraisal purposes.

k. It is only uncomfortable for me if the principal makes it so.

l. Again this does not need to be true depending on the principal's manner during the appraisal. The second part of this statement is very accurate.

m. Again I think this depends on the relationship between teacher and principal but on the whole anxiety of the following feedback is true.

n. This depends on whether the principal teaches along with his administrative duties.

o. Due to the size of staff (4) in my first year was able to spend a substantial amount of time with me in regard to supervision. Most teachers would like to keep supervision to a minimum for contract purposes.

p. While classroom observations were initiated by the principal, I have always felt that (name withheld) has allowed a certain amount of input on the teacher's part.

q. I personally feel that supervision should be given more priority than at the present time. However not all teachers would be in full agreement with this.

r. There is not enough emphasis on evaluation whereby a teacher may be uncertain as to their role and the direction they are taking.

s. I do not feel a teacher should be given notice as to when the principal will be making a classroom visit. By notification a teacher might well prepare a lesson which she/he would not ordinarily do under normal circumstances. The lesson could be done for the benefit of the principal.

t. If there is a good working relationship as well as personal relationship established between a teacher and principal prior to supervision appraisals will not cause stress and apprehension.

u. I do not feel that it is principals making judgements of others but instead encouraging or helping to remediate areas of difficulty.

v. From my own experiences feedback has always been generally helpful.

w. I do not feel that teachers think this way.

x. There is no delay at all in appropriate feedback from my supervisor. The day of the classroom observation I was given feedback.

y. Not all teachers feel supervision should be done on a regular basis.

z. As with question 12 this statement would not apply with all teachers.

aa. Once again I do not feel this statement would apply with all teachers.